DOCUMENT RESUME

ED 043 587 SP 004 265

AUTHOR	Jones, Elizabeth J.
TITLE	Preparing Teachers To Involve Parents in Children's Learning. Project Report.
INSTITUTION	Pacific Oaks Coll., Pasadena, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
PUB DATE	70
NOTE	153p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$7.75
DESCRIPTORS	*Disadvantaged Groups, Family Characteristics, *Family Environment, *Home Visits, Minority Groups, *Parent Counseling, *Parent Teacher Cooperation, Program Evaluation, Resource Materials
IDENTIFIERS	Head Start

ABSTRACT

The program objectives were to develop teachers' skills in working with disadvantaged parents to enrich the home learning environment for children, and to develop and test the approaches to be used. Weekly home visits were made by 20 participating teachers who selected the families, and emphasis was placed on supporting innovation by the teachers to work out approaches reflecting the diverse competences and needs of individual teachers and families. The report documents and evaluates the process of staff-teacher and teacher-parent interaction in terms of 1) the kinds of resources, supervision, and support which may be needed by teachers making home visits and 2) the key variables to be taken into account in such a program. A resource center for teacher-visitors and strategies for promoting innovation by teachers are described, based on the premise that teachers who are offered choices among resources are more likely to offer similar choices to families. Characteristics of families and visitors, and the teaching strategies which resulted from their interaction are identified. The nine appendixes include a description of the children's program at Pepper House, also run by Pacific Oaks College, as well as a chronology of the seminars, forms used for data on home visits, reports on spin-off activities, and reports on systematic measures used. (Author/MBM)

EDO 43587

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PROJECT REPORT

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PREPARING TEACHERS TO INVOLVE PARENTS IN CHILDREN'S LEARNING

September 1, 1969 - July 31, 1970

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SP004265

TABLE OF CONTENTS

I. INTRODUCTION 1

II. THE PEOPLE WHO WERE INVOLVED 3

Participating Teachers 3

Staff 5

Participating Families 7

III. PROGRAM ORGANIZATION 9

Physical Facilities 9

The Seminar 10

IV. TEACHER-FAMILY INTERACTION: HOME VISITS 14

Roles Taken by Home Visitors 14

Implications of Different Roles 16

V. EFFECTIVENESS OF INTERACTION 19

Teachers and Families 19

Parent Effectiveness 20
Stages in Parent-Visitor Interaction 21
Effect of Social Statuses 23
What Happened in Individual Families 25

Staff and Participating Teachers 28

Teacher Effectiveness 28
Stages in Teacher-Staff Interaction 30
Teaching Other Teachers: Spin-Off Activities 32

VI. CONCLUSIONS 35

Strategies for Promoting Innovation 35

Requirements for Participants: The Redefinition Process 36
Resources Offered to Participants: The Planning Process 42

Support for Participants: The Process of Coming to Terms with Self and Others 47

Dimensions of Home Visiting 51

The Family 52
The Visitor 53
Teaching Strategies 54

What the Project Accomplished 54

What We'd Do Differently Next Time 60

Summing-Up 64

Dissemination of Project Experience 64
An Educational Model 67

APPENDICES

A. Chronology of Seminars

B. Forms Used for Data on Home Visits

C. Pacific Oaks at Pepper House: Children's Program

D. The Creative Environment Workshop

E. Orientation Letter, with Suggested Approaches to Recruiting and Working with Families

F. Reports on Spin-Off Activities

G. Reports on Systematic Measures Used

H. Project Participants: Fall and Spring

I. Project Brochure and Announcements

I. INTRODUCTION

The basic objectives of this program were two:

1. To develop teachers' skills in working with disadvantaged parents to enrich the learning environment which they provide for their children at home;

2. To develop approaches in working with parents which could be applicable on a wider scale, and to test their effectiveness.

There is increasing evidence that home-school cooperation is essential to the effective education of young children, and expectations for home visits by teachers are consequently being built into compensatory preschool and follow-through programs. However, models for educating teachers to assume this role effectively are limited. It is to this educational need that this project was addressed.

Throughout the project our aim was not to develop a single efficient model for home visiting, but to provide effective support enabling every participating teacher to work out an approach to home visiting which was manageable for him and beneficial for the particular family being visited. Consequently, this report will focus on the process of staff-teacher and teacher-parent interaction, as each tried to offer the other support for learning. We see this approach as more broadly applicable than any single model in which teachers are trained to make home visits. It is

necessary to promote diversity of approach, if the divergent competences of teachers are to be utilized in meeting the varied needs of families.

II. THE PEOPLE WHO WERE INVOLVED

Participating Teachers

Applicant response was good (forty applicants for the twenty places) and selection criteria very effective. Applicants were screened out primarily for reasons of inability to make an adequate time commitment to the project, insufficient educational background, or insufficient experience with and/or commitment to working in disadvantaged communities. We invited two applicants in positions of influence (an elementary school vice-principal and a community center director) to audit the seminar, since neither needed the academic credit and both had limited time available. (Neither actually came, but we are following up in reporting to them.) Two other individuals were given permission to enroll in the seminar - a senior student at Pacific Oaks doing research in infant development, and the owner-operator of a mobile pre-school, active as a volunteer educational consultant to a Parent-Child Center and Head Start. (Both participated actively.)

The desired mix of participants was achieved (see Table 1) and their widely varying experience was an important ingredient in promoting project objectives. Ethnic and age diversity were particularly beneficial; we would have liked to have included more men, but only one applied. The scheduling of the project seminar in the early afternoon made it almost inevitable that all participants would be involved in preschool rather than elementary education (the half-dozen primary teachers who applied had

Table 1

Characteristics of Participating Teachers

		Number of participants (N=20)
Ethnic Orgin	Anglo	9
	Mexican-American	4
	Negro	7
Age	20 - 29	6
	30 - 39	6
	40 and over	8
Sex	F	19
	M	1
Education (highest degree)	A. A. or equivalent	12
	B. A.	8
Employment (current)	Head Start	8
	teacher education	3
	parent education	2
	day care	1
	special education	1
	full time student	5
		Number of agencies
Agencies represented by participants (all within Los Angeles County, both inner-city and surburban)	Head Start delegate agencies	4
	public school districts (adult education, junior college)	4
	private agencies (schools and colleges)	4
		16

NOTE: Three participants - two Head Start teachers and one full-time student - withdrew after the first semester, all because of work pressures. Two were replaced by Head Start teachers from our alternate list; the third withdrew too late to replace.

to be turned down). This scheduling was necessary because of staff commitments and was also more convenient for preschool teachers. Inclusion of elementary teachers would have increased the diversity.*

Twenty participants was a good workable number; we could meet comfortably as a total group or split into several subgroups of adequate size. We could have operated effectively with as few as 15 or as many as 25. Twenty gave us some leeway to enroll five additional students in the seminar in spring. Their orientation, like that for students in an off-campus seminar and for paraprofessional visitors (for description of these spin-off activities, see below), was provided by project participants ready to teach what they had been learning.

Staff

Of the original part-time staff of five, supported by a full-time secretary, three took an active role as a faculty team working with project participants. Betty Jones and Elizabeth Prescott were continuing members of Pacific Oaks faculty; Rona Fox, new to the faculty this year. Each was experienced in teaching and research and academically qualified in child development and the analysis of child-rearing environments. None was a specialist in parent education nor committed to any particular approach in working with parents.

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*A Pacific Oaks College seminar in Parent-Teacher-Community Interaction, growing out of this project and taught by a project staff member, will be scheduled this fall and spring to permit participation by elementary teachers.

With the re-funding in November of the day care research project which she directs, Elizabeth Prescott reduced her participation in the project from ½ to ¼ time. This place was taken by Barbara Hovey, whose special competence includes parent education and who was associate director of Pacific Oaks Leadership Development Program (Head Start) during the previous year.

The remaining staff included Maria Pinedo, who coordinated the children's program, and Sandra Schmalz, who assisted in the analysis of data. Consultation, formal and informal, was provided by Robert LaCrosse and William Baker of Pacific Oaks, Robert Hess of Stanford University, Mary Lane of San Francisco State College, Elizabeth Brady of San Fernando Valley State College, and Louis Paul of the Los Angeles County Mental Health Department.

Staff members were oriented through informal meetings and through distribution of written materials. While the project director took the initiative at the beginning, continuing orientation and planning was to a large degree mutual, as necessitated by the open structure and team-teaching approach to the seminar. No ascriptive role identifications were set forth for any members of the team. In the initial seminar each of the three team members conducted, some attempt was made to acquaint participants with the particular specialized skills each brought to the project.

Responsibilities were evolved on a week-to-week basis, through discussion and evaluation of the participants' experiences. Notes and tapes provided a continuing record of feedback from participants in individual and group discussions. The Chronology of

Seminars (see Appendix) indicates the varying tasks assumed by staff members.

Participating Families

Participating teachers were responsible for choosing the families they visited. Except for the project requirement that families be disadvantaged,* participants were free to set their own criteria for selecting a family. Although all families met our criterion of disadvantaged, they were diverse in other respects. Table 2 summarizes their characteristics in terms of ethnicity, family composition, and education.

Slightly more than half were already in direct contact with the family they chose, most through their role as teacher of a child in the family. Some parents were already involved in their children's learning through active participation in Head Start. Teachers selecting families from their own classes were most likely to use positive criteria: anticipated cooperation from the mother, potential parent-group leadership by the mother, good rapport with the child.

The other participants requested referrals through acquaintances -- Head Start teachers, a school nurse, fellow participants in the project. Referrals were somewhat more likely to involve families in which the child and/or mother was seen as a problem and improved home-school communication was desired. Several had been notably inaccessible to Head Start or school personnel.

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*See Appendix, Assessment of Social Position of Family, for a detailed statement of criteria used.

Table 2

Characteristics of Participating Families

		Number of families (N=23)
Ethnic Origin	Anglo	3
	Mexican-American (and other Spanish surname)	8
	Negro	12
Number of children	1 - 2	3
	3 - 5	14
	6 - 12	6
Age of youngest child	under 4	19
	4 - 5	3
	6 - 12	1
Age of oldest child	under 6	9
	6 - 12	10
	over 12	4
Father	present	10
	absent	13
Mother's education	elementary school	3
	some high school	9
	finished high school	6
	no information	5

NOTE: Several participants chose to work with two families simultaneously. Thirteen additional families were visited in spring -- by continuing and new project participants, by paraprofessionals supervised by participants, and by new students in the seminar.

III. PROGRAM ORGANIZATION

Physical Facilities

The physical setting for the project seminar was one of the factors determining the teaching structure we developed. The project was headquartered in a small house in Pasadena's inner city. It included five rooms plus kitchen and bath, a fenced yard and a garage. Two rooms were used as secretarial and faculty offices. All the remaining space was available to project participants.* The living room was just big enough for all of us (about 25) to meet together as needed. One room, with a large table and bookshelves, was used for resource reading; reports of other projects and participants' reports on home visits were made available each week. Another room had folding chairs to set up for small-group discussions. Individual conferences could be held in several areas.

The garage and yard provided space for the Creative Environment Workshop, which was also used by other groups at other times. The workshop offered tools and materials for the use of teachers and parents, encouraging participants to explore a wide variety of "open-ended" materials and alternative solutions to problems related to their teaching situation. They made things to use with children in the classroom or the home, and things which would help them shape and reshape settings for children's learning.

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*This same space was used on the other four afternoons each week by our after-school program for neighborhood children. See Appendix for report on this program.

The availability of several rooms, the yard and the workshop, as well as the limited size of our largest meeting room, challenged us to structure our teaching plan to make full use of space. We also were philosophically committed to demonstrate teaching/learning in a free-choice structure, by offering participants alternative resources as we hoped they would do with parents. Consequently, the physical space was important in facilitating program operation.

Group discussions in this environment were informal; people moved in and out without disrupting the process. Staff members varied somewhat in their ease about having a non-captive audience -- a new experience for all of us as teachers. At least one became aware that by the second semester she was tending to feel unsuccessful if individuals <u>stayed</u> in a discussion group for the entire time rather than exercising their options to use the varied resources available.

The kitchen quickly became and remained the place for off-the-record conversations between participants on an unplanned, spontaneous basis. Access between workshop and the kitchen and living room was quite easy and frequent. In addition, on pleasant days, discussion groups, either planned or spontaneous, developed around the table in the back yard.

<u>The Seminar</u>

In our original description of the project to applicants, and again in the orientation of participants, the basic task for all participants was stated: to make and report on weekly home visits to a disadvantaged family. Each participant was expected:

1. To recruit a disadvantaged family of his choice

2. To devise ways of involving parents in children's learning

3. To report on his experiences in writing and in group discussion.

The staff took responsibility for defining the task, and then for offering resources and support in the weekly seminar and in written materials, including reactions to participants' reports.

Content of seminar sessions

The first six weekly sessions were structured as follows:

1. Orientation presentation (Jones)

2. Ecological analysis of homes as child-rearing environments*: presentation and discussion (Prescott)

3. Criteria for selection of family -- assessment of social position. Further discussion of assessment of home environments (Jones)

4. Developmental assessment of children*: presentation (Fox)

5. Use of learning materials in the home*: film, presentation, use of workshop (Baker)

6. Discussion of experiences in making home visits (3 subgroups: Jones, Prescott, Fox)

Following these discussions, we established a free-choice structure for participants' use of resources which continued

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*These three points provided the basic framework for our conceptualization of approaches to families. We described the task of the teacher trying to involve parents in children's learning as including: a) observation of the home as a learning environment -- what is in it and what uses the children are permitted to make of it, b) observation and discussion with the parent of the developmental competences and needs of each child, c) provision of ideas and materials to enrich the environment.

to serve as our basic pattern except when the group came together for evaluation sessions. In this structure each participant, on arrival, chose among several available activities (we posted a list of choices each week). Regularly available were:

1. Workshop
2. Small-group discussion (led by a faculty member and usually, though not always, with no predetermined topic)
3. Individual conference with a faculty member
4. Resource materials to read
5. Unscheduled space, often used for informal conversations and for finishing written reports.

Rationale for free choice structure

Project participants were experienced teachers with rich and diverse backgrounds. This structure appeared to be the best way to make full use of the experience of participants as a resource, as well as to enable participants to utilize all resources in terms of their individual needs. We were working on these assumptions:

1. That provision of novelty/flexibility for participants is the most important thing we offer -- as many resources and varieties of feedback as possible.
2. That we should pay attention to and capitalize on individual differences; it isn't sensible that everyone should be doing the same thing. And that differences are valid -- we're not making basic changes in experienced teachers.

3. That group cohesion in this large and varied group is not essential.* Lots of communication is, but it may take varied forms.

4. That continuous evaluation by participants of the task and the resources offered, as well as of their own competence, is essential. There need to be many opportunities for raising critical questions.

*This assumption was questioned during the project by some staff members and participants.

IV. TEACHER-FAMILY INTERACTION: HOME VISITS

In orienting participating teachers we asked that they consider how they would define and interpret to parents their role in making home visits. Originally we suggested four general roles among which they might choose: teacher-expert, teacher-learner, student-researcher, bringer of gifts.* By the end of the project we had identified nine alternative roles assumed by our home visitors. All took different roles at different times, as they responded to their own feelings of competence or anxiety and to the reactions of the parents.

Roles Taken by Home Visitors

1. Friendly visitor

   The visitor is interested in the family but is not business-like. He is willing to listen to whatever the parent wants to talk about, to talk to or play with children, to join in family activities if invited. His goal is to establish trust and offer support.

2. Information-seeker

   The visitor's goal is to learn how the family functions, how the children act at home, what resources the home offers to them, what the parent needs and wants. He may ask questions directly, or may observe the behavior of family members and the setting in which they live.

3. Information-giver

   The visitor explains principles of child development and learning to the parent, and answers her questions about her children's development and her behavior as a parent. Reassurance and/or suggestions for child-rearing may be offered.

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*See "Suggested Approaches to Recruiting and Working with Families," in Appendix.

4. Bringer of gifts

Learning materials -- books, toys, games, paper, crayons, scissors, art supplies -- are brought to the household in any of these ways:

a. A "home task" for the parent to carry out with the children is demonstrated. Another task is brought on the next visit and the previous task evaluated.

b. Materials are used to occupy the children so the visitor can talk to the mother.

c. The children are encouraged to use the materials so that the visitor can observe their competence and stage of development.

d. Materials adults and children can use are brought to offer an activity over which relaxed interaction can take place.

e. Ideas for inexpensive materials are shared, with the goal of enriching the learning resources in the home. Things already in the environment may be pointed out as useful teaching aids.

5. Demonstration teacher

The visitor interacts with children with the goal of demonstrating techniques and attitudes to the parent. These may include techniques for controlling children's behavior as well as for helping them learn.

6. Tutor

The visitor works with school age children to increase the skills they need in school.

7. Practical assistant

The visitor may care for the children to give the mother some time to herself, or do errands, or offer transportation to medical appointments, school meetings, etc.

8. Guide to community resources

The visitor takes the parent, children, or both parent and children to resources available in the community: playground, library, craft program, special events, etc.

9. Go-between

For a family limited by language or other factors in communication with the broader community, the visitor may serve as go-between, as between home and school, and as an introduction to other ways of doing things.

Implications of Different Roles

The role chosen by a visitor determined in large part what would actually be done with the family. The guide to community resources, for example, took family members out of the home; the bringer of gifts provided a focus of interest within the home. Our experiences with several selected roles are discussed below.

Bringer of gifts

Bringing learning materials to the home has been a common approach in other home visiting projects. Consequently we emphasized it in our orientation of participating teachers, and all of them brought materials to homes at some, time, drawing ideas both from other projects and from their own teaching experience with children.

There were two ways of incorporating the use of materials One was to provide something to do during the visit; the other was to introduce the mother to what was intended as an on-going activity with her children (for example, the visitor would show the mother how to make playdough and then tell her how to store it and use it with children). Some parents, however, requested that certain items --crayons, library books -- not be left between visits because their use was too hard to control. Sometimes, too, keeping other materials became a cause of tension

because the children lacked private storage space for possessions, and the general size of the home and number of children of pre-school age made it difficult to keep anything intact. Most of the visitors learned quickly that use of materials had to be in relation to the mother's perception of utility. Families who did use visitor-introduced materials had usually requested them.

Guide to community resources

Our original focus on the enrichment of homes as child-rearing environments led us to emphasize, in orienting participants, what they might do within the home setting. However, several visitors quickly took the initiative in inviting family members on excursions outside the home. One participant, who had been visiting a family before the project began , had already decided that her role was to take the children out of the home and introduce them to varied and stimulating environments. She expressed strong feelings against the materials orientation and even against the desirability of focusing on the home environment with an intent to changing or modifying it.

For most families this "change of scenery" was quite productive. Often they had been limited by lack of transportation to a repetitive and non-mobile course of existence. Parents welcomed this change even more than they welcomed the introduction of educational materials. Children seemed more interesting and less of a problem source when the environment changed for the mother. Of all of the families involved, only one mother preferred not to be taken on any excursions.

Friendly visitor

The majority of visitors spent at least some of their time in informal, friendly interaction. It was apparent that many parents had agreed to the relationship with this purpose, as well as for the purpose of being more effective with their children. In fact, the former was essential to the latter.

The experience of visitors suggested that the presentation of materials was rarely an end in itself. If, initially, the home visitor and the parent focused on these items, it was often only to provide some kinds of structuring to allow for a more extensive relationship. The events would follow either of two patterns:

a) the materials would be superficially acknowledged by the mother in order to obtain the visitor's services in occupying the children, thus allowing her some time to herself, or to get the visitor's attention on her own problems and receive supportive verbal interaction. (The latter was more common among mothers who were overwhelmed with their own loneliness and inadequacy.)

b) the materials would be used as a springboard to other expressions of the mother's need to interact not only with her children but with the larger society beyond her home.

V. EFFECTIVENESS OF INTERACTION

Teachers and Families

We originally predicted that the effectiveness of home visits would be indicated by:

a. Changes in the range of learning experiences available to children: variety and complexity of things to do at home, opportunities to go places outside the home, mother's encouragement of verbal skills.

b. Changes in the mother's awareness of individual differences in children and ability to identify their levels of competence.

c. Changes in the mother's use of community resources.

d. Ability to take the initiative in teaching other mothers.

All of these changes occurred to some degree in one or more project families. Our assessment of visitor effectiveness with any given family is necessaily global rather than specific, partly because some participants changed their goals in the direction of different or more limited criteria. Our experience in this respect was similar to that reported by Wittes and Radin in another parent involvement project.*

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*In that project, although several measures of change in parent attitudes and home stimulation were used, the authors state that it appeared that among the greatest changes in mothers were "an increased sense of mastery, and enhanced aspirations for themselves... None of these results were anticipated or measured objectively. Such behavior may be a necessary intervening variable of long-term change as competence in one area arouses the desire for competence in others, ultimately in parent-child relations. This suggests that a wide variety of instruments must be utilized to evaluate parent education programs. For example, of significance are:

a) Greater participation in school and community.

continued

On the basis of our participants' experience we identified two dimensions on which changes could be described: 1) parent effectiveness and 2) stages of parent-visitor interaction.

Parent Effectiveness

1. Parent needs personal support.

2. Parent uses resources for enriched child-rearing offered by visitor.

3. Parent is able to be a resource

   a) on her own initiative with her children

   b) to other parents.

Some of our participating teachers selected families <u>because</u> they saw them as able to be an effective resource to their own children and to other families. For example, one young, unmarried, middle-class Head Start teacher, unwilling to assume a position of authority toward a parent, chose to visit for the purpose of learning about the ways in which a family was doing a good job in providing a learning environment for their children. Mrs. Gordon, mother of six, was a confident woman some ten years older than the visiting teacher; she had problems with her oldest boys, which she discussed with the visitor, but her experience as a Head Start

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b) Improved educational and vocational aspirations for self, manifested by enrollment in course or job training.
c) Changing to a job which permits regular routine in family life.
d) Adoption of routines in home management and child care.
3) Participation in self-help activities such as reciprocal baby-sitting, car pools, etc..." Gloria Wittes and Norma Radin, "Two Approaches to Group Work with Parents in a Compensatory Preschool Program," paper presented at National Council cn Family Relaticns, Washington, D. C., October 24, 1969.

parent had enabled her to provide an excellent home learning environment for her younger children.

Mrs. R. chose to visit the Vincent family because Mrs. Vincent not only showed great interest in her daughter's progress in Head Start, but also was active in parent meetings and gave promise of being able to share what she learned with other mothers. Mrs. R.'s expectations were borne out; during the second semester Mrs. Vincent became a paraprofessional visitor in the project.

Only one or two mature, experienced visitors deliberately chose families which they knew needed personal support requiring a counseling role on the visitor's part. The majority anticipated that the family would be in stage 2, interested in using the visitor's resources for enriched child-rearing. However, some were disappointed to find that the parent was too involved in personal problems to concentrate on children's learning. For most visitors this experience was very frustrating, requiring extensive reassessment of their role and a decision whether to continue visiting the family, and offer personal support as they could, or to change families. All eventually decided to stick with the family, and in some cases important growth occurred in terms of the stages described below.

Stages in Parent-Visitor Interaction

1. Parent directly or indirectly resists being visited.
2. Parent accepts visitor (is usually home, is polite).
3. Parent's behavior indicates that visitor is valued.
4. Parent participates with visitor.

5. Parent tries visitor's suggestions on her own.

6. Parent takes initiative, using visitor as consultant.

7. Parent teaches other parents.

We are experimenting with rating each project family on a before-and-after basis on this scale. However, preliminary efforts suggest that a more accurate picture will be provided by specifying the range of observed behavior in a given family during the program.

For example, Mrs. Chandler resisted the visitor's initial efforts to involve her in discussion of her children. The visitor responded by changing her strategy to offering personal support, which the parent clearly needed, accepted, and valued. This support took the form of friendly conversations and practical help (baby-sitting, driving the family to appointments).

Several months passed before the mother really indicated an interest in the visitor's resources for enriching child-rearing. She began to describe the children's school problems, which enabled the visitor to make suggestions of ways to help them. On a few occasions Mrs. Chandler got as far as trying some of the visitor's suggestions. However, her personal problems kept interfering with focus on children's learning, and she never got beyond this point, though she did take the initiative in using the visitor as a consultant on other family concerns (such as foster home placement for some of the children).

In contrast, Mrs. Grant was immediately ready to use the resources offered by the visitor. She participated actively and tried out ideas. There was considerable evidence that she was

being an effective resource with her own child, and by the second semester she had recruited another family through a community agency and was actively teaching them.

Effect of Social Statuses

The match between the social statuses of each visitor and parent was an important determinant of the role alternatives open to the visitor. Age, marital status, sex and ethnicity created particular limitations or opportunities in the relationship.

Age and Marital Status

Young teachers without children of their own were perhaps most constrained in their choice of roles. They could go into the home as a learner, or work primarily with the children, or build a friendship with the mother. For example, one visitor was the same age as the young mother, who was far removed geographically from her own family and friends. She accepted the visitor as a friend and was open in discussing problems with her; gradually she identified with her to the point of considering looking for a job as an assistant teacher. She also began to copy the visitor's style of interaction with the children.

Teachers with children of their own could move easily into relationships with parents, drawing on their own family experience to supplement their professional authority. In some instances, wide disparity in age proved helpful in defining roles. One grandmotherly visitor achieved excellent rapport with young parents who respected her authority and valued the bridge she offered between the majority culture and their subcultural experience.

Sex

Most of our visitors were women; they worked with mothers or with mothers and fathers together. Our one male participant encountered considerable uncertainty when he began to visit a family in which the father's status was unclear; and the confusing cues he experienced while visiting were reinforced by warnings from other participants based on Head Start incidents between male teachers and suspicious fathers. His most satisfactory project experience came as a team visitor, working with another participant in the home of an intact family with four sons.

Ethnicity and Social Class

Difference in ethnicity operated as a disadvantage in some cases and an advantage for others. One Anglo home visitor, confronted with a family of twelve children and a non-English speaking mother, felt a cultural abyss. The mother and children had had limited but negative experience with Anglos and neither had a good basis for understanding the other's value system. On the positive side, one Mexican-American home visitor to an Anglo family found that there was no experiential gulf separating them from each other. The home visitor was bilingual, older than the mother, more educated and quite accustomed to relating on an equal basis with Anglos.

Racial similarity was not necessarily an "open sesame" for other visitors. One Negro participant whose middle-class, integrationist background allowed her to work comfortably as a colleague and as a teacher with Caucasians found that she had to

Undergo a metamorphosis in value systems in order to understand and form a productive relationship with a very poor, up-from-the South Negro mother. However, several of the participants who were Negro or Mexican-American felt that the ethnic experience they shared with the family provided an additional strengthening bond.

Visitors whose own socio-economic backgrounds were similar to those of the families typically experienced this similarity as an asset. However, commitment to upward mobility on the visitor's part interfered in one or two cases with understanding the values of non-mobile families.

Summary

It was evident that disparity of background between the visitor and the family is not necessarily a negative variable. It may even be a positive contribution to both the selection process and the outcome. This diversity certainly contributed to the educational growth of many of the home visitors. In some instances it constituted a bridge for the mothers as well. For some of the Negro and Mexican-American mothers this was their first close, positive relationship with an Anglo. For nearly all the families, having a teacher as a friend was a new and rewarding experience.

What Happened in Individual Families

In some families, where the parents were eager to enrich the home environment for their children, the home visitor was able to point to specific accomplishments resulting from the visiting program. The Vincents were such a family:

The Vincent family

1. At the beginning of the project, Mrs. Vincent did not have a library card. Now library attendance has become a part of family living.

2. Mrs. Vincent has made a number of visits to the Creative Environment Workshop, where she took the initiative in deciding to make a bean bag toss and a playhouse. Her neighbors have become very interested in her activities at the workshop.

3. Mrs. Vincent has made a determined effort to find time to learn about community resources; the fact that someone is interested in her family's education has made her more receptive. Mr. Vincent has baby sat in order to allow Mrs. Vincent to go to these activities.

4. Mrs. Vincent became a paraprofessional home visitor in the project during the spring semester. She chose a family to visit and reported regularly on her visits. She also frequently invited the family -- a mother and young sons -- to her own home when Mr. Vincent was at home.

There were several families whose complex problems initially prevented the mother from being able to focus on the educational resources offered by the visitor, who could do little but try to offer friendly interest. In the Delgado family, changes for which the visitor was not responsible resulted in more direct teaching and learning during the latter part of the year.

The Delgado family

When the visitor began coming, the young mother's life was frantic, and her four-year-old operated at the same frantic energy level. The mother could not cope with her children or their problems; she needed all her energy simply to survive. The visitor tried to offer support, but after several months had nearly decided to find a new family with which she could work more effectively. However, it was at this point that dramatic changes in Mrs. Delgado became evident; she had relaxed and could listen as well as talk. The reasons for the changes were summarized by the visitor:

1. The family moved to a bigger house.
2. Mrs. Delgado's father loaned her money to buy a car. This enabled her to get a full-time office job and quit the night-club dancing sho had been doing.

3. The children are in day care, which the two-year-old loves. Their mother feels much better being out of the house.

4. Mrs. Delgado is getting psychological counseling at a clinic regarding her emotional involvement with her boyfriend.

5. She feels good about being responsible for herself. She can now begin working at being a good mother.

Several visitors were not sure at the end of the project what they had accomplished with the family. Working with mothers of many children and no father present, they gained respect for the mother's ability to keep the children clean and fed, even while despairing of their ability to make any real changes in the mother's behavior in order to benefit the children's learning. The most they had accomplished was to gain the mother's support for the teacher's efforts with the children.

<u>The Montoya family</u>

Mrs. Montoya is a widow with 12 children; she speaks limited English. She was willing to have the visitor tutor the children, most of whom have problems in school, and to take them places. She was increasingly willing to talk to the visitor about the children, though the language barrier constrained their conversations. Materials brought on one visit had all disappeared by the next; the house is kept clean and bare. The visitor summed up her feelings: "I don't know just how to evaluate my visits. The children appear to look forward to them and mother seems pleased, but I don't have a feeling of progress. Even though I try to think ahead and plan my visit, I have the feeling of 'flying blind.' It's as though upon arrival, when confronting the mass of people and lack of organization in the household, the confusion, interruption, and what have you, I just flounder along."

We have evidence that positive changes occurred in some families as a result of home visiting. We also have evidence that learning took place in teachers making home visits. To a considerable extent, these two types of change are inversely related; that

is, teachers tended to learn more when they were less successful with a family. We will discuss this point further below.

Staff and Participating Teachers

In planning the project, we anticipated that changes would occur in participating teachers attitudes toward parents, toward disadvantaged families, and toward home-school cooperation. We hoped for an increase in teachers' confidence and ingenuity in using a wide range of resources for promoting young children's learning.

Like the parents they visited, teachers varied greatly in their degree of assurance and skill at the beginning of the project. Both their previous experience and the characteristics of the family they visited were important determinants of their experience with the family and, consequently, of their interaction with staff and fellow participants.

In order to describe changes in participating teachers, we have used two dimensions comparable to those used for assessing change in parents: 1) teacher effectiveness and 2) stages of staff-teacher interaction.

Teacher Effectiveness

1. Teacher needs personal support in making visits.
2. Teacher uses resources for home visiting offered by staff.
3. Teacher is able to be a resource
   a) on his own initiative with parents
   b) to other teachers making home visits.

Teacher effectiveness was much more a function of the response of the family being visited, than it was of the teacher's previous experience and self-confidence. Nearly all the experienced teachers in this project began by being able to use the resources offered by the staff; they made initial contacts with families and planned what to do on visits, without asking for much personal support.* Those who were most experienced in teaching disadvantaged children saw themselves from the beginning, quite accurately, as resources not only for families but also for other teachers.

Visitors needed personal support when their plans to offer resources for children's learning encountered unanticipated difficulties. In nearly all cases, it was parental need for personal support which in turn sent participants to the staff with requests for support.

For example, Carol Mendoza approached the Delgado family with confidence. She liked both mother and child, whom she had known previously, and thought that she could help the mother increase the four-year-old's ability to concentrate on learning activities. When she discovered that the child's lack of focus was a direct reflection of his mother's personal disorganization, Carol turned to the staff and to other participants with requests for help in understanding the family and her own relationship to them ("I'm disorganized too; we don't help each other! I have to set limits on myself to establish order. After visiting her I went home and

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*It is to be expected that home visitors without the experience ours had had, or without their motivation, would need much more support and encouragement at the beginning of the visiting process.

asked my husband, 'Do we live a chaotic life?'")

Another participant moved smoothly through a relationship with a young family which welcomed her advice about their child-rearing. However, her decision to visit two families plunged her into a second situation characterized by overwhelming problems; and in this instance, in contrast to the first, she needed continued support.

Stages in Teacher-Staff Interaction

All participating teachers had volunteered for this project, knowing that home visiting was the basic task. We did not, therefore, experience the initial resistance which may characterize situations in which teachers took the job because they wanted to teach children, and then find that they are required to make home visits.* Participants began by accepting the project structure as defined by the staff; their resistance came later, after they experienced difficulties with visiting.

1. Teacher accepts task and authority of staff.

2. Teacher asks for help in planning visits.

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*This type of resistance was encountered in the off-campus seminar which was a spring semester spin-off of this project. The Head Start personnel who participated did so voluntarily, but some may have been motivated more by the opportunity to earn college credit than to increase home visiting skills. One assistant teacher enrolled in this seminar had previously refused to make the home visits required as part of her job, and it is doubtful that the home visit reports she turned in for seminar credit were authentic. Home visiting is not easy; not all teachers are able to do it, and if they are required to, cheating is likely to result. Our experience with project participants' responses to coercion is discussed more fully below.

3. Teacher resists requirements made by staff, as arbitrary applied to the family being visited.

4. Teacher resists acceptance of family where it is.

5. Teacher takes initiative in developing his own plans of action with the family.

6. Teacher teaches other home visitors.

Stages 2, 3, and 4 tended to be experienced only by those teachers who had difficulties with the families they visited. Visitors who selected families easy for them to work with, given their own life and work experience, moved smoothly into stages 5 and 6: the visitor carried out his plans, the family responded as expected, and the experience was reported to others as a model of how to work with a family. In contrast, if the family failed to respond to the visitor's plan, he customarily returned to the seminar with a request for more help. This stage was frequently followed by an effort to redefine the structure of the project to fit the family. When the staff assured participants that requirements were flexible and open to redefinition, this particular avenue of blame for difficulties was closed; and at this point some visitors resorted to blaming the family, at least implicitly, for not responding as the visitor had hoped. With support most visitors were able to work through this impasse to a realistic reassessment of what could and could not be accomplished with the family, and were then able to plan and act effectively.*

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*This process is illustrated in the next section of this report.

Participants' own self-assessments as well as the observations of staff indicated that they learned most when they had to move through all the stages. Readily successful interaction with a responsive family was pleasant for both visitors and parents. Struggling to understand a recalcitrant family* taught teachers much more about the realities of family living and child-rearing under circumstances of poverty, as well as about themselves -- their own vulnerabilities and skills.

Teaching Other Teachers: Spin-off Activities

By the spring semester it was evident that some participants should be teaching new home visitors, and a variety of opportunities arose. The following spin-off activities involved participants in teaching or supervising the work of new home visitors:

Activity	Group involved	Project participants	Staff
Seminar: Orientation of new project participants and students	2 new project participants (replacing those who withdrew) 5 additional students from Pacific Oaks College	Yolanda Torres	Barbara Hovey
Off-campus Seminar: Involving Parents in Children's Learning	6 teachers and 1 parent (enrolled for college credit) at Compton-Willowbrook-Enterprise Head Start Agency	Clelie Talamon Bobbie Jean Smith	Barbara Hovey

*The recalcitrance encountered in this project was typically involuntary, the result of unmanageable family circumstances. All the families had expressed interest in being visited when they were first approached; they were, in this sense, volunteers.

Activity	Group involved	Project participants	Staff
Home visiting and related activities	2 mothers visited in fall became paraprofessional visitors and special project participants	Betty Smith Emilie Rubalcava	Betty Jones
Home visiting and related activities	1 mother visited in fall asked to work with other mothers and set up a preschool and parent involvement program	Noemi Ramirez	Barbara Hovey

Reports on each of these spin-off activities are included in the appendix. Participant-leaders of both new seminars selected from written materials and approaches used by the staff in the original seminar to put together teaching plans which they saw as workable. Student evaluations of both groups were very positive. The involvement of paraprofessional visitors added an important new dimension to the project.

The new project participants and students, after a series of small-group sessions for their orientation, were free to utilize all the resources of the regular seminar. Their presence served as an indicator of the growth of the original participants. When the newer students looked to the more experienced for aid and advice, the latter began to realize the insights which had resulted from their several months in the field. Whereas in earlier discussions they had had some difficulty in describing their experience, now they were articulate and resourceful in discussions with the newer participants. Although they agreed with the new participants' judgment that two semesters of home visiting were needed to feel effective with most families, the experience

of a single semester seemed sufficient for them to be able to initiate others into the process.

VI. CONCLUSIONS

The primary accomplishment of this project lies in its documentation of 1) the key variables which must be taken into account in an effective home visiting program, and 2) the kinds of resources, supervision and support which may be needed by teachers making home visits. The first concerns the interaction between the visitor and the family; the second, the interaction between the teacher-visitor and supervisory staff. In these conclusions we shall begin with discussion of the program organization of the project and its effect on staff and participating teachers. Then we will outline the dimensions of home visiting observed in this project. Finally, we will review the project's accomplishments and limitations and summarize its anticipated outcomes.

Strategies for Promoting Innovation

Both strengths and weaknesses of the project can be directly traced to our emphasis on open structure and the encouragement of innovation by staff and participants. We achieved and richly documented the diversity we hoped for. We also experienced the constraints placed by such an approach on orderly data-collecting, and the types of anxiety it may produce in participants and staff. We observed the process by which such teaching may diminish in effectiveness over time, and have some after-the-fact hunches about how to introduce novelty when it is needed for continued learning.

Each of these points will be discussed below. We will begin, however, with consideration of perhaps the most important question

with which we had to deal: How do you structure a learning environment in which innovation is <u>really</u> rewarded, not just given lip service? In spite of our intentions, we experienced very clearly the ways in which the demands of an external system can serve to coerce day-to-day behavior. The demands on us were several, and we would like to document our response to them in some detail, because we believe that teachers in any institutional setting must develop effective strategies for coping with system demands, strategies which leave them reasonably free to respond to students' individual needs and learning styles.

Requirements for Participants: The Redefinition Process

Our original structure to meet these demands was as follows: The director explained to participants that weekly reports were required. If a home visit could not be made in a given week, a report explaining why should be handed in. These reports would provide staff with documentation for evaluation of the project, and also with evidence that participants receiving stipends were earning them. (Only 3/5 were on stipend; the rest were employed full time in Head Start and received released time from their jobs for the seminar.)

It soon became evident that this requirement was met comfortably by some but not all participants. Not only were job and home pressures variable, and sometimes unpredictable, but some participants found regular report writing very burdensome and communicated much more effectively orally. Further, in the light of our usual college practive of regarding class attendance as

optional, requiring special permission or excuses for absences from the seminar was experienced as inconsistent by the director.

Uneasiness on the part of both staff and participants persisted through the first six weeks of the project. On the one hand we were trying to establish a non-authoritarian structure in which participants would feel free to criticize and to innovate, in order to realize the project goals of building on individual differences. That the structure was <u>not</u> so perceived by some participants was made clear in later group discussions. Part of their anxiety was probably based on their own previous experience, but part was also the result of our requirement of weekly reports and attendance. It became clear that if we really desired innovation, we needed to offer freedom to innovate within broader limits than we originally set.

At the eighth session of the seminar this concern arose spontaneously in one of the small discussion groups led by project staff. We have excerpted at length from the staff leader's (Elizabeth Prescott) notes on this occasion, because they give a clear picture of the feelings of participants.

> Dolores began by asking the reason for all the forms. This, obviously, was a point of concern with almost everyone in the group. And they responded by saying "Yes, what about the forms?" At first they said they were repetitious, which I agreed; and they could be simplified, which I agreed.
>
> Dolores made the point she didn't think she should be in the project and she didn't like the idea of having to turn in a report every week or you wouldn't get your pay check. She said, "Maybe some people could operate that way, but I just can't; it's too much like punching a time clock." Others chimed in they didn't like the idea of not getting their check if they didn't turn in a report and it didn't seem like Pacific Oaks.

Dolores held up her check and said she was going to turn it back. And John said well, he hadn't gotten a check. Implying, of course, he hadn't turned in a report.

Then they all wanted to know why things had to be done that way. I explained that since we had a government grant, we were responsible for accounting for the funds and for demonstrating to the government that we had, in fact, some control over the amount of time and effort which people were expending.

Then someone else brought up the forms and again asked why there had to be so many. And again I said we needed to have someway of having a written record of what was done. And it might be more comfortable for them simply to write out a report in longhand but, in fact, when they did this, we ended up with reports which weren't dated and where people didn't note whether or not they had taken materials. Furthermore, they had to remember we as readers and compilers of information would have a bit of a problem in going back over all of the things they had turned in to find out who, in fact, had taken what kind of materials to work with their family. They agreed they could understand this, but as Dolores said "Well, I can understand this, but I just can't work that way. This summer when I was working with my family, and not getting paid, I was happy with what I was doing and I could work in my own way and go at my own pace."

At this point Carol talked about whether or not she was doing what she was supposed to do with her family. She told us about the trouble she was having arranging a weekly visit with the mother... (An extended discussion followed about the goals of visiting and the difficulties encountered by various participants.)

Finally the question came, again, whether they were doing what they were supposed to be doing. Someone said they felt by turning in the reports every week we were judging them. And they found themselves being concerned by the fact that they be successful and not fail and were they doing the right thing. I said I thought that one of the goals of this project was for them to learn how to get parents involved in children's learning. And I said, frankly, I didn't have the foggiest idea what the answers were to some of the questions they were raising. I didn't know whether Carol should keep on working with her mother or whether she should get another one. I had no idea of what the consequences were going to be of Bernice's talking with the mother about her marital problems. One of the purposes of our questions was not to pass judgment but to ask them

questions in an attempt to help them evaluate what they are doing. Obviously Bernice, for example, has thought about the consequences of what she was doing and she has asked herself whether or not she was capable of fulfilling this role. I tried to point out to the group these are the sorts of questions we were wanting people to ask themselves: Am I satisfied with the role I have with the family; am I capable of handling the particular role; and am I willing to accept the role which the family is defining for me?

Then Dolores, who had been sitting quietly but obviously perturbed and concerned asked again, what were our goals with the family? How were we to decide whether we were doing the right thing? So I went back and reminded them of the goals of the project. That, hopefully, they were going to learn how to involve parents in children's learning. So at this point Bernice said "Well, I simply don't see that I would get any place with Marilyn talking to her about colors and shapes when, obviously, she and her mother are both involved in what's going to happen to the father." So I said, "All right then, you're convinced you are involving this parent in the child's learning, right?" And she said, "Yes, I am." Then Dolores talked about what she was doing with Arturo. Again, I asked her the question about whether she felt this was the most effective way to involve the family in the child's learning and she said, yes. So then I said, "It seems to me that you answered the question about whether or not you are meeting the goals of the project."

Then the question came up, "Yes, but what about the reports? Working with families doesn't always turn out to be an hour's visit once a week." Dolores spoke about her work with her family where she said sometimes she saw them several times a week. If she spent a whole day at the beach with them this was worth from her point of view 4 or 5 home visits; you learn more about a family then than you could in maybe 6 months of working with them, and if she spent a day at the beach with them maybe she didn't want to see them next week. At this point everybody else chimed in and Diane told how she'd been planning to see her family and then her car broke down and several other people told about how appointments had fallen through. And so I said to them "Well, who says you have to go and visit them regularly every week?" And they all pounced on me and said "Well, we have to turn in a weekly report." And so I said, "Yes, you have to turn in a weekly report, but that's simply a report of what you have done during the week." Then the question came up about the materials, "Well, here you've got this form and it wants to know the materials

you took to the family and all of these questions and it doesn't seem to us you can always go laden with gifts every week to a family. And you feel like such a failure if you don't fill out all the things in the report." So I said, "The report just wants to know <u>if</u> you took things to the family, what were the things you took. It doesn't say you <u>have to</u> take things to the family." I think at this point there was a moment of silence and everybody finally said, "Oh."

Then we began to clarify things. Number one, what they did with the family was separate from the fact they had to turn in a weekly report and they could simply turn in a weekly report saying they didn't feel like visiting the family this week. And I said, "Hopefully, you'll be honest and say why you didn't feel like visiting the family that week." Suppose they had not visited but spent a great deal of time getting materials together. "All right," I said, "so you simply write it in your report." Somebody commented, "You mean that's OK?" and I said, "Yes."

Then we began to talk in earnest about being coerced by things like requests for reports. Anne told about her Head Start group and how you are to make one visit to each family at least once a month and how it always works out you make several visits to one or two families you are working with and then there are other families you have no reason to visit. So I said "All right, what do you do? You can simply follow the requirements and faithfully visit every family whether they need it or not, or you can lie about the reports and visit whoever you want to and simply fill it out as if you'd visited every family, or you can tell them exactly what you did and justify it." I said, "Now, how are you going to use these things? Are you going to use them as gospel or are you going to use them for what they are intended to be, as guidelines, and then justify what you did?" So at this point everybody was feeling much more relaxed and everyone was beginning to talk at once and I think at this point we stopped to take a break and moved into the kitchen.

About this point Betty Jones (project director) walked in and I said "Now wait a minute, maybe I'd better tell you about the sorts of things we've been saying" and I gave Betty a brief summary. She agreed, indeed, this is exactly what she had in mind. That they would in turn in a weekly report which might say no more than "I didn't want to visit my family this week." And I told her that I had given the group a moral lecture about being coerced by forms. Somewhere along in here Dolores said "Well, I'm not going to resign."

> I came home feeling it had been a profitable day but also found I had some sort of vague reservations in the back of my mind; and as I was trying to organize what should be said on this tape, it suddenly dawned on me that I had been feeling very much coerced by having to write responses to people's reports every week. It's not natural for me to write this sort of comment, and I had felt forced to think of some sort of feedback even though my most comfortable response would have been a simple um-hum, I would have felt much more comfortable all the way around in being able to talk to people about their experience rather than having to respond in writing. Also I very much had the feeling people needed to do what they were going to do.

It took me as project director even longer to realize the extent to which I was experiencing coercion because of an unfamiliar role. I have not previously directed this sort of project. I have taught college for 15 years, and in the process developed an approach to student attendance and reporting derived from my personal understanding of the nature of the learning process: I don't require class attendance, and I'm flexible on an individual basis about deadlines. Behaving otherwise did violence to my educational expectations for the project.

What I finally did was perhaps obvious. I redefined project requirements in essentially professional terms.* Participants were assumed to be doing their job unless we had evidence to the contrary. Most came regularly to seminars and some continued to turn in reports regularly (though by the second semester no one turned them in every week; they took notes weekly but preferred to write them up in bunches). Staff members divided up responsibility for individual participants and kept in touch with them in

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*This redefinition was not formally announced to the group. It simply evolved and participants acted as if it were the case

various ways; regular monthly conferences were scheduled, though some variation in practice occurred. Some participants required many more reminders than others to get reports in, and intensive definition of responsibilities with respect to reporting was necessary with a few. All this sounds disorderly, and to an extent it was. We are convinced, however, that the learning process is rarely orderly, and that the quality of work was substantially greater than it would have been if we had been more rigid about schedules and forms.*

Resources Offered to Participants: The Planning Process

Planning for the use of seminar time and the types of staff feedback to be given participants was necessarily an ongoing process within this structure. Staff members conferred frequently, and participants' reactions were requested to aid in planning. Some definite changes, both planned and unanticipated, took place in the course of the year.

Staff Response to Home Visit Reports

During the fall semester, each staff member wrote comments on each home visit report handed in, returning a copy of the report with comments to the participant by the following week. This plan had the advantage of providing a variety of quick reactions. However, staff members had trouble recalling what had happened previously and felt they were often responding out

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*Early in the project conscientious participants occasionally asked: "Do you prefer long and detailed, but late, reports, or brief ones on time?" I always opted for the long late ones; we learned more from them.

of context; and getting comments written was experienced as a constant pressure.

In spring, each participant was assigned to a staff member for regular conferences (scheduled at least once a month). Assignments took established congeniality of relationships into account. This plan offered more depth and continuity, but was experienced as "too long between reactions" by some participants. Some did take the initiative in arranging additional conferences with staff as they felt the need.

Use of Seminar Time

Early in the fall, the Creative Environment Workshop was actively used by many participants. Some brought the families to use the workshop, which provided an opportunity for an unstructured co-operative task orientation without quality and quantity expectations. The operation of a workshop in conjunction with the Compton-Willowbrook-Enterprise spin-off project was further indicative of its potential as a central resource for programs such as this.

Small group discussions, which most participants found more valuable than meetings of the total group, were typically focused on two or three questions, such as: What do you feel is happening with your family? What are you doing? What are your goals? Statements of experiences became increasingly the focal points for controversy as the year wore on. On occasion, participants voiced strong objections to each other's value judgments about families. Negro and Mexican-American participants who had initiatially not overtly identified with the visited families began

to do so in raising arguments. Group discussions which had begun with exchanges of personal data, but on a superficial level, became to some extent platforms for expressions of ethnic and socio-economic conflicts and resolutions.

On the other hand, individual conferencing, which had begun with discussions of concerns about tasks and goals, moved increasingly to the personal concerns of the participants with their own problems and educational goals. These discussions reflected the increased ease of the participants with the task and with staff members.

Problems of Continuity

Changes in the spring semester made the structure of the project more complex. In planning the use of seminar time in spring we had to take these factors into account:

1. There were seven new students in the seminar.

2. Half a dozen participants had assumed new responsibilities for spin-off activities. In some cases these supplanted home visiting; in other cases they were added on.

3. Individual conferences were to be scheduled at least monthly with each participant.

4. Data were being collected from participants for several aspects of project assessment.

There were, therefore, more people doing more different things and requiring adequate support and supervision. Our already-established structure providing alternatives for the use of seminar time was what made this variety workable. The problems

we encountered (and became aware of mostly in retrospect) had to do with insufficiency of resources:

1. The workshop declined in usability in spring. Part of the problem reflected our difficulties with pilferage; it became necessary to lock some tools in the house rather than have them immediately available in the workshop. While the key could be gotten from the secretary and tools taken out, participants were disinclined to go to that much effort in setting up the workshop for themselves, since there were always other activities competing for their attention. Further, many participants had by this point decided <u>against</u> taking materials into the home, and consequently had less need of an opportunity to make them. The new students made no use of the workshop, though they were particularly encouraged to on one day. It should be noted that the participant-leader of their orientation meetings was not personally enthusiastic about taking materials to homes.

In addition, the workshop was used by other groups as well as our seminar. Many of the curriculum materials included in its learning-laboratory component had been taken to another site for use with children by elementary student teachers. Consequently, the workshop became less rich in resources for participants, rather than richer, as would have been necessary to sustain its usefulness for them.

2. While many participants were involved in new activities in spring, sustaining their interest, some were continuing essentially the same task they had begun in fall, and the events in the seminar may not have provided enough new input for them. Attendance fell off somewhat by mid-spring. This experience

raises an important set of options. To be more effective, we could have either

a) worked harder to provide appropriate novelty (i.e., greater stimulation for learning) within the context of the seminar time and place, or

b) offered overt recognition of some participants' tacit assumption that there might be more important things for them to do than attend the seminar. In other words, it is possible to allow an educational environment to extend beyond classroom limits of time and place and the direct control of teachers. Two possible hazards should be considered:

1) Learners absent from class may not be learning. To which the obvious rejoinder is, they may not be learning <u>in</u> class either. Here the challenge is for teachers to figure out, with learners, ways of maintaining communication about what they're doing. If teacher time need not be spent in working to arrange new experiences (e.g., bringing in resource lecturers) for a captive audience of students who have outgrown the classroom, more of it will be available to follow up dispersed learners (by written or telephone communications, individual conferences, field observations).

2) Group cohesion will be undermined if some members of the group aren't present. Which is more conducive to learning -- strong individualization or strong group feeling? A case can be made on either side, and the strongest case is probably in favor of some sort of balance; individuals should be encouraged, but not coerced, to become active group members.

Support for Participants: The Process of Coming to Terms with Self and Others

Our experience has suggested that a task-orientation in the education of teachers may have as much potential for achieving insights about oneself and one's feelings toward others as do psychotherapy and sensitivity training carried on outside of a day-to-day reality context.* For this process to occur, open structure, supportive supervision and direct confrontation of problems are necessary. We deliberately established a structure within which teachers had to make decisions requiring of them both self-discipline and versatility. We <u>wanted</u> them to have the opportunity to experience problems and discover their own limitations, as a learning experience.

If we had lacked staff resources to provide personal support or had been working with inexperienced people who might have panicked, we would have begun by offering more protection, establishing a clear task with some rules for what to do if it didn't work (e.g., if your task is to work with the child but he's always asleep when you come and the mother persists in telling you about her marital problems, you should get another family). In this project the reality context of the visiting task was a set of broad requirements, within which it was made clear that details were negotiable. Each requirement generated a crisis for some

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*For an extensive discussion of the function of shared tasks in facilitating interpersonal learning, see David Hawkins, "I-thou-It," Boulder, Colorado, Elementary Science Advisory Center, unpublished paper.

participants, and each crisis contributed to rich discussion and to their learning.

1. Choose a disadvantaged family.

Why the family should be disadvantaged, and how to define disadvantaged, became an immediate point of contention for some participants. Those already working comfortably in this milieu, espeically if it was part of their own background, moved smoothly past this point, recruiting a family quickly and also serving as a resource for other participants.

2. Make and report on home visits.

This point has been reported at length above (see pages 36-41).

3. Don't abandon the family without a very good reason.

Several participants who considered switching families early in the year had to deal with intense challenge from the rest of the group; those few who did switch justified their reasons thoroughly. The experience of building a commitment to a family served as strong motivation and in some instances as eventual threat, when families reaffirmed the commitment with expressions of dependency or real friendship. Having gotten so involved, how do you get uninvolved? was an important question toward the end of the year.

4. Make your own decisions about your role in the family.

This responsibility was hard for some participants to accept. They asked frequently for help in deciding what to do, and showed some tendency to regard staff suggestions as directives (see pages 39-40 for their discussion about bringing materials to homes.)

5. Recognize where the family is and accept them as they are.

Understanding where the family was, was time-consuming in some cases. Accepting them where they were was even harder, when that acceptance meant that the visitor couldn't appropriately do what he had wanted to do and would have to devise a whole new strategy.

Discussion with participants who were at this point was most helpful when it not only offered suggestions for what to do next, but also contributed to their understanding of how they got in that bind. For example, in the conference reported on page 58, the supervisor not only offered practical ideas, but also helped Laura to look at her own feelings of omnipotence, which were at the root of some of her frustration.

6. Accept other participants where they are.

We handled this crisis, where it occurred, least effectively. There were a few cases in which the visitor's own attitudes made it difficult for him to be helpful to the family. If others then responded by implying, "But you should be helpful to the family," this put him in a double bind. Group cohesion, sensitivity and honest expression of feelings increased the potential for mutual support; however, group reactions which were critical without increasing the participant's insight or offering really practical suggestions were experienced as less helpful.

The staff discussion leader's report on one such dialog follows:

> The critical events in the discussion ensued from Bernice's description of the older boys in "her" family as being unlikeable, nasty and the object of her deliberate ostracism. Initially Carol and I responded

> to this by explaining the unworkability of this differentiation with a family of Mexican-American culture. The discussion waged furiously when Norma, Elisa, Ruth, Carol, and finally Dolores confronted Bernice with her unconcern for the integrity and values of the family. Bernice's major defense consisted of her personal likes and dislikes and value for honesty in expressing these...
>
> Despite the very articulate and highly emotional confrontation which took place, Bernice seemed not to have gotten out of it her critic's intended impetus for directional change. Most of the others felt she had missed the whole point of the discussion when she said again that she couldn't tolerate certain behaviors nor consider the family as an indivisible unit.

There was feeling among some other staff members following this discussion that such efforts to change an individual's attitudes were not particularly helpful, and that the role of a discussion leader should be to offer realistic clarification of variables, e.g., given the visitor's feelings and the family's needs, what <u>can</u> she realistically do? (This visitor's own upward mobility from a poverty background made it difficult for her to understand a family without such aspirations; it was not until later that she recognized the strength inherent in the mother's passive resistance to outside pressures.) Certainly Bernice felt she had been ganged up on, but she sturdily continued her efforts to devise strategies for working with a very complex family. In a small-group discussion later in the spring she revealed both her sensitivity to group criticism and her growth in self-awareness when, in discussing an experience with her own daughter in quite judgmental terms, she caught this herself and said "Now, don't you all jump on me!" She went on to say that she has learned enormously, as much as anyone in the project, even though she may not have been as successful with her family as some others.

The extent to which group cohesion should be a project goal was not fully resolved by the staff. On the initiative of one staff member, two optional encounter-type sessions were offered between semesters, and twelve participants chose to join one or the other. Those who participated agreed that the resultant increase in personal knowledge of each other provided a basis for offering greater mutual task support. Somewhat similar but briefer sessions were held during seminar time later in the semester. Incorporating more personal encounter into the initial phase of the project might have been helpful in increasing participants' acceptance of each other as individuals.

Dimensions of Home Visiting

An important objective of this project was the identification and documentation of dimensions of home visiting, which can serve as a guide for home visitors in many settings. The scheme we developed is serving as the basis for a handbook for home visitors, now in preparation with the goal of publication.

It is based on the assumption that there are a vareity of ways to teach anyone anything. Of the large set of options more or less appropriate for the individual learner, some of them will be available, given the immediate circumstances, and some will not. First the teacher and then the learner select among the available options.

In this way of operating the teacher needs to know (1) the goal, (2) alternative methods for getting there, (3) himself, and (4) the learner. (The more competent the teacher, the more

choices he can make. An experienced teacher usually has more options in working with families than does a paraprofessional.) When the teacher is a home visitor with the goal of involving parents in children's learning, dimensions need to be identified in the learner (here, the <u>family</u>), in the <u>visitor</u>, and in <u>teaching strategies</u>.

I Dimensions: <u>The family</u>

A. Children

1. How many
2. Age of each
3. School or preschool attended; hours
4. Is one child your particular focus of interest?
   a. If you are one child's teacher, or if you're working in a project focused on a selected age level, this choice has been made in advance.
   b. If no pre-selection has been made, will you be concerned with all the children? Or will you focus on one or two, selected in terms of 1) your competence and interest or 2) the mother's expressed concern?

B. Parents and other adults

1. Is the father in the home? How much is he with the children?
2. What is his work schedule? What do they do together?
3. How much is the mother away from home? Does she work (what hours)?
4. Who cares for the children when mother is not home?
5. What other people are in the home or seen frequently?
6. How much help, practical and emotional, do other adults give the mother in raising the children?
7. With whom will you be in contact as a visitor? Mother, babysitter, father? How will you decide who to focus on?

C. Family time schedule

1. Work and school schedules (see above).
2. Other time obligations: meetings, medical appointments, travel time.
3. Do naps for younger children determine part of the day?
4. Does the family operate on a consistent time schedule? On no visible schedule at all?
5. When will visits be convenient? Who will be present at a given time? Will you vary your visiting times in order to meet other family members?

D. Space, materials, and financial resources

1. How much living space does the home provide for the family? Is there outdoor play space for the children?
2. What learning materials are available in the home? Books, toys, household equipment usable by children?
3. How limited are the financial resources? Is money spent on things for children?
4. Does the family use space and resources outside the home? Parks and playgrounds, recreational programs, library? Are such resources conveniently accessible?

E. Children's competence and needs

1. What is each of the children (or the child you're focusing on) competent at? What is he interested in?
2. What kinds of help does he need, in the family's opinion? In your opinion?

F. Parents' competence, needs, and values

1. What is each of the adults caring for the child (or the one you're focusing on) competent at? What is she (he) interested in? Does she want you to talk to her or concentrate on her children? Has she time and energy to be actively involved with her children?
2. Is this adult a confident person? Does she expect herself and her children to succeed at things they do?
3. How well educated is she? Does she read well? How much does she know about child development and learning?
4. What is her style of household management? Are order and cleanliness highly valued? Are they achieved?
5. What is her style of interaction with children?
   a. Is she usually restrictive and punishing or warm and encouraging? Does she approach children frequently and respond to their requests, or does she ignore them as much as possible?
   b. Is her style conducive to children's learning? Does she encourage curiosity? Does she consciously teach children?
6. What are her goals for the children? Obedience? Sociability? School success?

II Dimensions: <u>The visitor</u>

A. What are your social roles?

1. Age
2. Sex
3. Racial/cultural background
4. Social Class
5. Education
6. Occupational level

7. Are you like or different from the parent in each of these? What effect are these similarities or differences likely to have on your relationship?

B. What is the extent of your teaching competence?

1. Is your teaching skill limited to children of one age level, or are you at ease with infants as well as twelve year olds?
2. How broad is your knowledge of learning materials suitable for varied subjects and learners?
3. Do you mind being observed while teaching? Can you demonstrate teaching methods with a child while his parent watches?
4. How familiar are you with the community's resources? Do you know the educational and other services available to the family?

C. What is your preferred teaching style? Your underlying assumptions about learning?

1. Will you be most comfortable in an authority relationship (based on your knowledge as a teacher), a parent-teacher team relationship, or as a learner from the parent about her child and family?
2. Do you prefer to build your relationship primarily with the parent or the child?
3. Do you teach children by direct methods or by offering choices and encouraging exploration? How much do you value order, structure, discipline?

D. With whom or what are you likely to identify in the family?

1. The parent
2. The child or children
3. The values of the society to which they need to adapt?

III Dimensions: Teaching strategies

(These have been previously listed and described under the heading Roles Taken by Home Visitors, pages 14-16.)

What the Project Accomplished

Making Home Visits

We were able to establish and document a structure within which teachers recruited families to visit, established an ongoing

relationship, and actually made visits over an extended period of time. This sounds like bare bones; but, realistically, it is an accomplishment. Making home visits is difficult. In spite of the fact that participants had chosen to participate, knowing this was the central task, and gave evidence of strong motivation, less than half had actually completed three months of regular weekly visiting by the end of January (the project began September 8). While some confident teachers with established contacts began visits before the end of September, the majority experienced delay or irregularity for a wide variety of reasons ranging from family moves and illnesses to enrollment delays in Head Start classes and the visitor's own diffidence.

A few participants sailed smoothly through the year, either out of their own competence, good judgment or luck in selecting a highly cooperative family, or care not to become too involved. Many more experienced initial anxiety about imposing themselves on a family; worries about whether the family, after a period of cooperation, didn't want them to come any more; frustration and feelings of hopelessness in trying to cope with the family's problems; and/or reassessment of their whole approach to teaching or to working in disadvantaged communities.

One participant rebelled against the basic task of home visiting. She had worked independently with a family during the summer and planned to continue this as part of the project. As she continually reassessed the family's needs and her possible contribution, she came to the conclusion that home visiting, at least for her, was an inadequately effective approach to parent

involvement and she chose instead to work directly with the public school attended by the children. She offered to resign from the project, but we, rapidly increasing the breadth of our definitions and greatly valuing her articulate and constructive criticism, invited her to continue on her own terms. She later took the responsibility for orienting spring semester participants.

In spite of difficulties, most participants felt some measure of success in involving parents, and all agreed in recommending the experience as a component of teacher education. Working with adults in their homes, they agreed, is much more demanding of the teacher than working with children or even adults in the classroom: there are many more variables which are obviously outside the teacher's control.

Criteria for Success

Our primary criterion for evaluating the project is teachers' feelings and perceptions, rather than objectively measured change in families. It was not necessary for teachers to succeed with families for the project to be educational for them. Our objective was to accept teachers as individuals with their own styles of working, and to promote their acceptance of parents on the same basis. We hoped to demonstrate that different approaches do work for teachers who choose them. In fact, this open structure enabled teachers to feel good about working with parents, and parents to develop some optimism about expanding their experiences by reaching out to others.

We have several types of evidence that visiting was effective in increasing parent involvement. First, most participants felt effective by the end of the year, even to the extent of forgetting the frustration some of them had experienced at the beginning (and of which we have records in their written reports and in notes on discussions).* Since their self-satisfaction developed not in a vacuum, but in the context of continuing reporting, discussion and reactions (some of them critical) from others engaged in a common task, there is some check on its subjectivity.

Second, two parent meetings were held during the year to give parents an opportunity for direct feedback. While only about a third of the parents came on each occasion, they were not limited to those with whom visitors were feeling most successful. Discussions were lively and parent reactions generally positive. The second session was structured with no staff or participating teachers present, in hope of making parents feel able to criticize, but no real criticisms were forthcoming. It was particularly evident that families valued the (1) novelty which visitors introduced into their lives, especially through trips outside the home; (2) the opportunity to have a teacher as a friend (who they wished had even more time to spend with them); and (3) the chance to observe someone else interacting with their children. From the transcript of the discussion:

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*In a study at the end of the project year, participants were asked, "Did you meet resistance by the mother?" The majority of participants stated that they had not experienced resistance. However, some of these same participants had expressed concern with the mother's lack of cooperation earlier in the year.

I don't have patience with my kids but I noticed since (the visitor) has talked to them, she has a lot of patience with the kids and she can accomplish a lot just by talking to them. She never shows that she is angry with them or anything; and I show that I am angry right away. I tried that approach and it really has done wonders for me. I'm real happy. I'm learning it's kind of hard for me to do because I'm not used to it, but I noticed that if I talked to them very kind "Will you please do this for me?" they'll boom jump to do it. But if I tell them "You better and I want you to do it," they won't budge.

The only thing we have to understand, how can I say it? They don't want to do something forced. They don't want you to force it. Give them a choice.

I can't go by what my visiting teacher goes by all the time. (Laughter.) And she says she doesn't do it like that all the time. Experience, you know, I think that's what teaches you.

Third, project staff saw evidence of growth in self-awareness in the participants. Evidences appear both in self-reports and in staff members' reports on discussions and conferences with participants, of which the following is illustrative:

Laura has become very dissatisfied with her inability to reach the mother, even though she feels she is building a good relationship with the girls. She had taken the mother to the clinic twice and had ended up feeling somewhat exploited and used. She had spent a great deal of time waiting for the mother at the clinic, had spent an hour and a half working with the mother over the kind of diet she could eat. Then, it had finally dawned upon Laura this mother was not going to follow the diet. She was going to keep on eating tortillas, soup, and all the sorts of things which were not on the doctor's list. Laura said that she felt she had been a total failure with this family and didn't see how she was going to involve the mother in the children's learning. She was accustomed to being able to do things but she simply didn't know what she could do with this family, and it was a reflection on her competence.

I suggested we think about it by taking Laura and all of her lack of competence out of the picture and thinking for a moment of the most competent person we could imagine and ask Laura what she thought this person

would do. At first, Laura said well, she could work more effectively with the mother. I asked, in what way? Laura really thought awhile and said I really can't think of what anyone can do with this family. This mother is the way she is and she has got the kinds of problems she has and I don't see who could provide any kind of solution. I suggested, then, maybe Laura had been expecting more of herself than was at all realistic. Laura allowed as how it was, she realized it with her head, but she just didn't feel that way. We talked a bit about problems which didn't have solutions, Laura's need to feel she could take action and do things, and whether or not one of the reasons she was so upset was she had run into something which had really challenged her claims to omnipotence. Laura allowed as how she was not used to these kinds of feelings. Then she went on to say she had really failed the project. And this bothered her. I reminded her she had not started out to involve herself with this mother at all, and asked if she would have selected this family deliberately for the purpose of working with this mother. She agreed, no, she wouldn't have.*

Then we discussed what she wanted to do now that she was involved, did she simply want to forget about the family? She said no, she didn't. She really felt she had established an important relationship with the 6 year old and the 10 year old and she would not feel comfortable simply dropping it. We then talked about what might be meaningful with these two girls. Laura talked about encouraging their academic achievement and I asked her how important and meaningful she thought that was to the two girls. She looked surprised, and then said, well, maybe this didn't have the same meaning to them that it did to her. And I suggested she might explore a little bit with them exactly what kind of ideas they had about what women did and what was important to them. I also asked her how much she knew about the kinds of experiences these girls had had -- where had they been and what had they seen? She said she didn't really know, except she thought they hadn't been hardly anywhere. We talked a about places she might go with them.

She began to see what she wanted to do. And she decided she would not play father confessor to the mother. She would not try to change or reform her, this was impossible and she really ended up begrudging

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*Her original focus was on an unmarried teen-age daughter living at home with her baby. When this young mother left home abruptly, Laura decided to continue with the rest of the family.

the time she spent; but she would like to keep up her contact with the girls.

Laura then talked about the difficulty she was having organizing her time this semester and how hard it was for her to accept the kinds of feelings she had suddenly had about herself. I suggested it was very human to have feelings of incompetence and perhaps she shouldn't fight them but to let them just happen and see where she ended up.

Laura really looked peaked today, but I felt good about what had been happening to her. I think Laura needed the experience of finding out there are many things in this world that are beyond her control.

What We'd Do Differently Next Time

A Conceptual Framework for Supervision

It was only through documenting the actual experiences of visitors throughout the year that we were able to develop a systematic conceptualization of the dimensions of home visiting. Therefore, we did not use this framework consistently in helping participants understand their experiences. In another year, we would be able to call visitors' attention sooner to the specific factors involved in the courses of action they tried out -- factors in themselves, in the families, and in the possible strategies for working with the family. Explicit discussion of these points with each individual can offer him a basis for more certainty of response, defining his area of flexibility within the known possibilities. The staff-participant conference quoted above (pages 58-59) is an example of the sort of conference we would hope to have many more of the next time around.

The supervisory skills needed to work this way were possessed to a reasonable degree by all members of our staff. Supervisors

in such a program need 1) practical as well as theoretical knowledge about families and communities, 2) practical ideas about learning experiences for children, and 3) ability to help home visitors become objective about their emotional response to their experiences, especially as these involve the confrontation of socio-economic and cultural differences. In our program participants also helped each other in these ways; variety of experience among participants is an important asset.

Individualization of Requirements

We would try, in another program, to make even clearer from the beginning that task requirements were negotiable by each participant. For example, instead of devising a written report form to be used by all participants, we would expect each participant to develop a mutually acceptable plan for reporting to, and receiving feedback from, staff. This structure sounds more complex than a uniform one. In fact, our experience leads us to anticipate that trying to enforce a uniform structure is equally time-consuming, and less educationally productive than working to develop individualized approaches.

Length of Program

Students who began making home visits in spring were in agreement that they felt constrained by the imminence of the end of the semester. They couldn't seriously consider switching families, for instance, because there wasn't enough time. They couldn't undertake some things they might have liked to try

because the ideas would take too long to follow through.

The majority of participants did stay with a family throughout the year. Those who decided one semester's active visiting was enough, after the fall semester, were not constrained by the project structure to make this decision. In another year we would probably not have new visitors begin in spring unless they were working in a setting in which they could carry over into the summer or the following year.

Seminar Content

In another year we would re-think the planning of the seminar during spring semester, probably in the direction of an increasing number of options to meet the increasingly variant needs of participants.

With a Different Group of Participants

If our participants had not had both teaching experience and a professional orientation, we would have set more limits on the scope of the task. If, for example, we had been training high school or young college students as home visitors, we would probably have asked them to use a home task approach, working with children rather than trying to involve parents.

If our participants has been paraprofessionals but themselves experienced as parents, we would again have begun with orientation to the use of learning materials in the home. However, we would encourage them to decide whether they preferred to work through the mother or directly with the children, anticipating

that the majority would find the former approach more congenial. In supervision we would place a great deal of emphasis on considering alternatives, especially with respect to family values, and on examining the visitor's own biases.

Our participants, as experienced teachers at the preschool level, were accustomed to working in relatively open-structure classrooms. They possessed a flexibility which they were able to carry over into planning home visits. Were we working with public school teachers with more structured experience, we would particularly emphasize the exploration of alternatives and the use of flexible plans.

Summary

We have made a point throughout this report of being specific about what didn't happen, as well as what did, because our objective was to enable <u>all</u> members of a diverse group of teachers to become effective home visitors. If we were to continue this project another year, our preferred emphasis would be not just on diffusing its effects more broadly (though diffusion was important to us; see the chart which follows), but on working with an even more diverse group of participants (e.g., elementary teachers, inexperienced teachers, and especially paraprofessionals), trying to devise a teaching-learning structure diverse enough to provide each of them with effective support in involving parents in children's learning.

Summing-Up

Dissemination of Project Experience

The chart which follows summarizes the directions of impact of this project. During the project year, staff have worked with participating teachers making home visits and supervised their work with additional home visitors in spin-off projects. A total of 43 families have been visited through the project. In addition, informal contacts with neighborhood families were made through an after-school program for children, and regular contacts with mothers and children in a well-baby clinic were made by a student exploring this as a source for recruiting families with pre-Head Start children.

The project will have continuing impact through the following activities:

1. College teaching. All the staff members involved in teaching participants will be continuing as members of Pacific Oaks College faculty and building on their experience in this project. In addition, staff members will be in direct personal contact with more than half the participants, who are continuing as students in the College.

As a direct outcome of the project, Barbara Hovey will teach a full-year course in the College, Parent-Teacher-Community Interaction, in which individual student projects will be concerned with parent involvement in children's learning.

2. Publication. Project staff are now preparing a handbook, Involving Parents in Children's Learning: Making Home Visits,

with the goal of publication. This will be the major written outcome of the project, drawing heavily on illustrative material from project reports. The teacher about to embark on home visiting most needs examples of what might actually happen, and why, discussed in the context of a flexible approach to planning and assessment.

At the request of the editor of Childhood Education, an article on parent involvement has been written by the project director for publication in the December issue of that journal. Robert LaCrosse of Pacific Oaks has reported on this project's approach to teacher education in a position paper on day care, intended for the forthcoming White House conference.

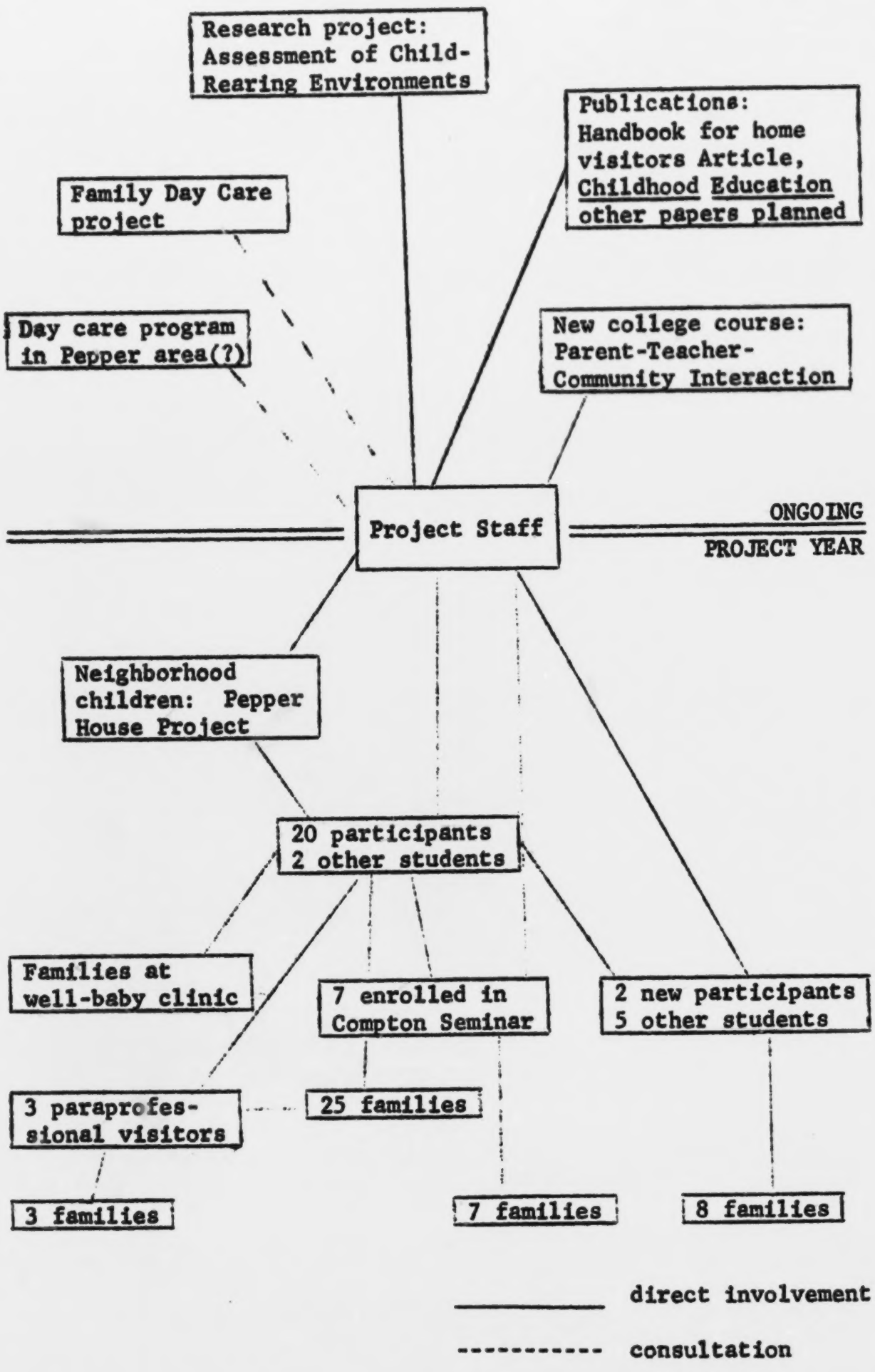
Other papers are in the planning stage.

3. Research. An ongoing research study sponsored by the U.S. Children's Bureau, Assessment of Child-Rearing Environments: An Ecological Approach, is directed by Elizabeth Prescott of our project staff. Data from this project are being used in the attempt to develop a scheme for the systematic analysis of homes as child-rearing environments.

4. Demonstration. a. The U.S. Office of Child Development has funded a demonstration project in family day care for the coming year at Pacific Oaks. The plan of operation for that project draws on the experiences in this one, in order to set up a resource center and home visiting program for foster day care families.

b. Pacific Oaks has been asked to continue its neighborhood involvement in the Pepper urban renewal area by administering a

IMPACT OF THE PROJECT: LINES OF INTERACTION



new day care center in a housing development. This program is still at the negotiation stage.

An Educational Model

In the planning and evaluation of this project we have focused on what we feel is the most crucial (and often neglected) aspect of action studies in education, namely, the process by which teaching-learning relationships are initiated and sustained. To report on our experience in terms of the statistics and measurement of traditional research design would mask what we see as our most important findings. These have to do with the establishment of a teaching-learning structure which has potential, in other settings as well as this one, for helping teachers to get a first-hand feeling for diversity in themselves and others, and for motivating them to develop creative solutions to the problems posed by diversity.

We have ample evidence that the educational impact of teacher-parent interaction is cumulative and often delayed over many months. What matters most to the continuation of such relationships is the feelings of those involved; if they experience their interaction as productive, they will keep at it. Autonomy in decision-making is important in sustaining teachers' interest and imagination over an extended period. People - teachers included - do not learn in an orderly fashion. As David Hawkins has put it in another context,* learning takes

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*David Hawkins, "Messing about in Science," Science and Children 2:5 (February 1965).

place by "messing about" with materials, ideas, relationships, by testing limits and trying out hunches.

Basically, then, our objective was to establish a real-world framework within which we could observe and record the processes by which ordinary teachers and families work with one another. Our primary accomplishment was to get people to pay attention to each other, and to continue acting on their insights. Consequently our obligation is to define as clearly as possible the organizational structure and conceptual framework which facilitated this process, as well as the factors which exerted negative coercion. We believe our data are generalizable to any other situation where people work with people, relying on their own competences, sensitivity and needs to determine their behavior.

In summary, our concern in this project has been with the productive management of diversity in the education of teachers, parents, and children. The model for teacher education and supervision of home visiting which we have demonstrated and plan to disseminate includes these principal points:

1. It is necessary to promote diversity of approach, if the divergent competences of teachers are to be utilized in meeting the varied needs of families. Given support for innovation, a dozen teachers will come up with a dozen different but effective solutions.

2. Social-status (age, race, etc.) differences between teacher and parent are an important determinant of the role alternatives open to the visitor. Differences are about as likely to be an asset as a liability.

3. Working with families is more complex than teaching children. The teacher visiting homes has control over far fewer variables than he does in the classroom.

4. Teacher effectiveness in involving parents is likely to be more a function of family response than of the teacher's experience and confidence. Family response is frequently a function of circumstances outside the family's (and the teacher's) control.

5. Teachers tend to learn more when they are less successful with a family, if supportive supervision is available.

6. Supervision should help home visitors plan teaching strategies through the process of clarifying both the needs and competences of the family, and the teacher's own needs and competences in relation to the family's.

7. To promote innovation by teachers, task requirements must be open to criticism and re-negotiation by teachers.

8. The prior experience and confidence of home visitors should be considered in determining how open the task should be at the beginning of a program. The greater the visitor's competence, the more open the task should be.

9. A resource center for teachers making home visits should be structured to promote choices by teachers among alternative resources. These may include group discussions, resource speakers, individual conferences with supervisors, informal conversation, reading materials, environmental workshop. <u>Teachers who have the opportunity to make choices among resources are more likely to offer similar choices to families</u>.

APPENDIX A

Chronology: S157 Seminar

1969	What Happened	Content pre-established	Structure
1. 9/8	Orientation presentation (Jones)	yes	whole group
2. 9/15	Ecological analysis, presentation and discussion (Prescott)	yes	whole group
3. 9/22	Further orientation, presentation and discussion: Criteria for selection and Assessment of home environment (Jones)	yes, but change in previous plans based on questions raised previous week and unavailability of Henrietta	whole group
4. 9/29	Further orientation and discussion Developmental assessment, presentation (Fox)	partly: some orientation discussion preceded	whole group
5. 10/6	Creative Environment Workshop: film, presentation, then workshop (Baker)	yes	whole group

	Materials Given to Participants	Data Available
1. 9/8	Outline for Weekly Report Program Evaluation	Lecture notes (Jones)
2. 9/15	Planning Environments for Young Children Play Space Analysis from Child's Point of View Notes on First Contacts - L.D.	Lecture notes (Prescott)
3. 9/22	Assessment of Social Position of Family Assessment of Homes as Child-Rearing Environments Assessment of Home Environment: Background Information Guide for Home Visit Planning and Report Form The Home Visitor Program	Lecture notes (Jones)
4. 9/29	Supplementary Readings Developmental Tasks Development of Patterns of Feeding Behavior Landmarks in Language Development Landmarks in Motor Development Affective & Cognitive Developmental Stages Notes on First Contact with Families (continued)	Sketchy topic notes (Jones) Lecture notes (Fox)
5. 10/6	Some Questions About Home Stimulation Inventory of Home Stimulation	Notes on Seminar with Bill Baker (typed)

	What Happened	Content pre-established	Structure
6. 10/13	Discussion of home visits (Jones, Prescott, & Fox)	yes, but variations	3 assigned sub groups
7. 10/20	Alternatives: workshop, reading, small-group (Fox), individual conferences (Jones)	no	choice of 4 alternatives
8. 10/27	Alternatives: workshop, reading, small-group (Prescott), individual conference (Jones)	no	choice of 4 alternatives
9. 11/3	Evaluation discussion (R. Hess)	no	whole group
10. 11/10	Alternatives: workshop, reading, small group (Fox), individual conference (Jones)	no	choice of 4 alternatives
11. 11/17	Alternatives: workshop, reading, small group (Fox), individual conference (Jones)	no	choice of 4 alternatives
12. 11/24	Alternatives: workshop, reading, small group (Fox), individual conference (Jones); graduate students meeting on evaluation (Jones)	yes for graduate students 1 hr. no, for others	choice of 4 alternatives except for graduate students for one hour

	Materials Given to Participants	Data Available
6. 10/13	Reports on Home Visits V.L. Family - E.R. The Stone Family - W.D. Suggested Readings for Working With Parents in Lower Socio-Economic Groups	Notes on small group discussion (Jones & Prescott) (typed) tape (Fox)
7. 10/20	Criteria for Selecting Family Objectives of Home Visits Materials Introduced into the Home Report Form for Home Visits (Revised 10/20/69) Notes on Semester's Home Visit - A.S. Reports on Home Visits The X Family - D.C. The Burnette Family - D.T.	Notes on individual conferences, Jones (typed) tape (Fox)
8. 10/27	Report on Home Visit - D.T.	Notes on individual conferences, Jones (typed) Notes on group discussion, Prescott (typed)
9. 11/3	None	Notes on Evaluation Session with R. Hess (ditto) tape
10. 11/10	Notes on Evaluation Sessions with Robert Hess, Morning and Afternoon Reports on Home Visits The Perez Family - M.C. The Stone Family - W.D. The Pearson Family - N.P.	Notes on Individual Conference, Jones (typed) tape (Fox)
11. 11/17	Contacts with the Ortega Family - Y.T. Notes on meeting with Mary Lane Memo with Working Paper attached	Notes on Individual Conference, Jones (typed) tape (Fox)

	Materials Given to Participants	Data Available
12. 11/24	None	Notes on meeting with graduate students, Jones (typed) tape (Fox)

		What Happened	Content pre-established	Structure
13.	12/1	Alternatives: workshop, reading, small group (topic: keep or change family) (Jones), individual conference (Fox)	no	choice of 4 alternatives
14.	12/8	Alternatives: small group (topic: dissemination to Head Start) (Hovey), individual conference (Jones, Fox), workshop, resource reading	yes, for small group; no, for others	choice of 5 alternatives
15.	12/15	Discussion of parent feedback flexible at end: individual conference, informal discussion	yes	whole group until last half hour
TWO WEEKS VACATION				
1970 16.	1/5	Alternatives: Discussion of workshop (Baker), individual conferences (Jones, Fox), workshop, reading	yes, for group discussion; no, for others	choice of 4 alternatives
17.	1/12	Scheduled individual conferences (Jones), graduate students meeting (Fox), Alternatives: small group discussion (Hovey), workshop, reading	no	choice of 3 alternatives; scheduled conferences, graduate students

		Materials Given to Participants	Data Available
13.	12/1	Mother's Coping Style Evaluation Continuing with Family Utilization of Monday Afternoons	Notes on Individual Conference, Fox (typed)
14.	12/8	Notes on Meeting with Graduate Students Participant Response to 11/14 Memo on Working Paper - Yolanda Torres Teacher-Client Relationships	Notes on group discussion, Hovey (typed)
15.	12/15	Parent Involvement: Notes for Discussion Participant Response to 11/14 Memo on Working Paper - Emilie Rubalcava and Rosella Lipson	Notes on group discussion, Jones (ditto) Notes on Individual Conference, Jones (typed)
TWO WEEKS VACATION			
1970 16.	1/5	Criteria for Assessing Parent Involvement Notes on Group Discussion 12/15	None
17.	1/12	Participants Response to 11/14 Memo on Working Paper - Winnie Dorn Participants Response to 11/14 Memo on Working Paper - Nancy Piscitelli Ideas on the question: <u>What are we learning in this project that can be passed on to other teachers, particularly in Head Start</u> Group discussion on January 5 with Bill Baker	Notes on group discussion, Hovey (typed)

			What Happened	Content pre-established	Structure
	18.	1/19	Parent meeting (two participants, Hovey), scheduled individual conferences (Jones), alternatives: small-group (topic: Inventory of Home Stimulation) (Prescott), workshop, reading	yes, for small group; no, for	choice of 3 alternatives scheduled conferences, meeting for parents
	19.	1/25 1/26	Group encounter sessions, optional (Fox)	no	optional meeting
Spring Semester	20.	2/2	Orientation for new group (Torres, Hovey), group discussion (Fox), small-group planning meetings (Prescott, Jones), scheduled individual conferences (Jones, Prescott)	yes, for new group and planning groups; no, for others	sub-groups largely assigned
	21.	2/9	New group (Torres, Hovey), scheduled individual conferences (Jones, Hovey); alternatives: small group (Fox), workshop, reading	no	choice of 3 alternatives scheduled conferences, new group
	22.	2/16	New group (Torres, Hovey), scheduled individual conferences (Jones); alternatives: small group (Fox), workshop, reading	no	choice of 3 alternatives scheduled conferences, new group

		Materials Given to Participants	Data Available
18.	1/19	None	None
19.	1/25 1/26	Notes on staff meeting on Evaluation 1/12/70	Reports on group encounter, Fox (typed); participants' reports
20.	2/2	General Announcements: Re registration, address change, new people, feedback on home visit, and workshop	Report on small group and individual conferences, Prescott (typed)
21.	2/9	MEMO: Working Assumptions as of 1/12/70 MEMO: Follow-up on Mother's Coping Style General Announcements Handbook	Notes on group discussion, Fox (typed) Report on special project: parents meeting (typed)
22.	2/16	None	Notes on individual conferences, Hovey (typed), Prescott (typed), Jones (typed); notes on group discussion, Fox (typed)

	What Happened	Content pre-established	Structure
23. 3/2	New group (Torres, Hovey), scheduled individual conferences (Prescott, Fox); alternatives: small group, workshop, reading, (Jones) (LDP trainees visiting)	no	choice of 3 alternatives; scheduled conferences, new group
24. 3/9	Scheduled individual conferences (Jones); new group (Torres), alternatives: small group (Fox), small group (topic: How to Teach New Visitors?) (Hovey), workshop, reading (LDP trainees visiting)	yes, for small group; no, for others	choice of 4 alternatives; scheduled conferences, new group
25. 3/16	Scheduled individual conferences (Hovey, Jones); alternatives: small group (topic: Has Change Occurred?) (Jones), small group (topic: Identification) (Hovey), workshop, reading	yes, for small groups; no, for others	choice of 4 alternatives; scheduled conferences
26. 3/30	Group discussion: Conceptualizing the Home Visit (Dr. L. Paul)	yes	whole group
27. 4/6	Scheduled individual conferences (Prescott, Jones), alternatives: discussion of parent meeting (two participants), workshop (Jones), small group discussion (Hovey)	yes, for small group; no, for others	choice of 3 alternatives; scheduled conferences

	Materials Given to Participants	Data Available
23. 3/2	Criteria for Teachers in Program - New Participants Some ongoing questions used for discussion in orientation of new participants Orientation session for New Participants Project Participants addresses Progress Report	Notes on individual conferences, Prescott (typed)
24. 3/9	None	Notes on group discussion, Hovey (typed)
25. 3/9	None	Notes on individual conferences, Jones (typed), Hovey (typed); notes on small group discussion, Hovey (typ (typed)
26. 3/30	None	Notes on individual conferences, Jones (typed) Notes on seminar with Dr. Louis Paul (typed)
27. 4/6	None	Notes on individual conferences, Prescott (typed)

	What Happened	Content pre-established	Structure
28. 4/13	Scheduled individual conferences (Fox), group discussion: Analyzing Home Characteristics, (Prescott)	yes	whole group; scheduled conferences
29. 4/20	Small-group encounter sessions	no	
30. 4/27	Parent meeting at Pacific Oaks		
31. 5/4	Bringing records up to date, group discussion (Jones, Hovey); scheduled individual conferences (Torres)	yes, for records; no, for others	
32. 5/11	Alternatives: Small group (topic: Reports on Para-professional Involvement) (Jones), rap session on current concerns (Fox), individual conferences, reading	yes, for small group; no, for others	choice of 4 alternatives
33. 5/18	Group discussion: Reports on special projects; individual conferences (Fox), new group (Torres)	yes	sub-group: largely assigned
34. 5/25	Evaluation discussion (R. Hess)	no	whole group

	Materials Given to Participants	Data Available
28. 4/13	General Announcement Personal Project Evaluation	None
29. 4/20	None	Notes on small group discussion, Jones (typed)
30. 4/27	None	None
31. 5/4		Notes on individual conferences, Prescott (typed), Hovey (typed), Jones, (typed)
32. 5/11	A Tentative Scheme for Looking at Educational Environments: Two Basic Types	Notes on individual conferences, Jones (typed) Notes on group discussion, Jones/Hovey (typed)
33. 5/18	None	None
34. 5/25	None	None

APPENDIX B

Forms Used for Data on Home Visits

1. Outline for Weekly Report on Home Visit
2. Assessment of the Home Environment: Background Information
3. Assessment of Social Position of Family
4. Guide for Home Visit Planning and Report Forms
5. Materials Introduced into the Home
6. Objectives of Home Visits
7. Criteria for Selecting Family
8. Report Form for Home Visits (Revised)
9. Mother's Coping Style
10. Follow-Up on Mother's Coping Style

NOTE: We also asked participants to use the Inventory of Home Stimulation (Children's Center, Syracuse University) but nearly all refused to do so; they found it too long and detailed.

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Parents in Children's Learing

Fall 1969

Outline

For Weekly Report on Home Visit

1. Describe the family
   a. the home environment (see Planning Environments Outline).
   b. the mother: what does she like to to with her children?
      what are her goals for them?
      how does she manage them?
   c. each child in the family: what are his competencies and interests?
      what learning opportunities does this home offer each child?
      what opportunities are absent, and why?

2. State your specific objectives in working with this family (see Program Evaluation for a statement of the general objectives of the project).

3. Describe your feelings about what you're doing
   a. what kind of relationship are you able to establish with this family?
   b. what are you learning?
   c. what are they learning?

4. Describe your visit: what you planned, and what happened.

NOTE: Your first reports need to establish a base from which to assess change: what is this family like when you first encounter them, and what are your attitudes toward them? In later reports, the focus will be on changes as they occur.

EPDA: September 3, 1969

BJ:pl

ASSESSMENT OF THE HOME ENVIRONMENT

Background Information

1. Number of people in the home and their biological relationships. Ages of children.

2. Physical structure of home
   a. number of rooms
   b. rented or owned
   c. years of residence
      does family plan to stay in home or move?
   d. content and layout of house and yard
      what space (1) is available to, (2) "belongs to" the children as a group? to individual children?

3. Parents
   a. educational level of each parent
   b. financial support of family (either or both parents working?)
   c. hours and places of work
   d. home supervision (who is at home with the children)
   e. physical health of parents and children

4. Inter-relationships
   a. discipline: frequency, type, who administers
   b. friendly interaction: frequency, type (physical affection, conversation, etc.), between whom
   c. particularly close ties within the home; with family members not in the home
   d. activities done together
      1. meals eaten as a family unit?
      2. family tasks: housework, shopping etc.
      3. recreational activities
      4. church, family visiting, etc.

5. Parent's expressed attitude toward each child
   a. attitude in describing child (approving - accepting, puzzled, disapproving)
   b. qualities emphasized in description of child (personality, intelligence, physical characteristics)

EPDA: September 15, 1969

RF/BJ:pl

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Assessment of Social Position of Family*

CRITERIA

A. Occupation of head of household

_____ 1. Executives and proprietors of large concerns, and major professionals

_____ 2. Managers and proprietors of medium-sized businesses, and lesser professionals

_____ 3. Administrative personnel of large concerns, owners of small independent business, and semiprofessionals

_____ 4. Owners of little businesses, clerical and sales workers, and technicians

_____ 5. Skilled workers

_____ 6. Semiskilled workers

_____ 7. Unskilled workers

B. Education

Husband Wife

_____ ____ 1. Graduate professional training

_____ ____ 2. College or university graduation

_____ ____ 3. Partial college training (at least one year)

_____ ____ 4. High school graduation

_____ ____ 5. Partial high school (10th or 11th grade completed)

_____ ____ 6. Junior high school (7th to 9th grade completed)

_____ ____ 7. Less than seven years of school

C. Area of residence

This is to be rated on a 6-point scale, from finest (1) to poorest (6). The original study located addresses within previously mapped social areas; our data for Los Angeles are less adequate. To rate your family on this criterion,

a) Describe the general appearance of the area, the general appearance of the houses, and the apparent class membership of its residents:

b) Rate the area as _____ 1. Excellent

_____ 2. Very good

_____ 3. Good

_____ 4. Fair

_____ 5. Poor

_____ 6. Very poor

c) Give the street address of the family's residence

_____

_____

Estimate the family's social position on the basis of these criteria as follows:

	Rating	x	Weight	
Occupation	_____		9	=
Education (husband)	_____		5	=
Residence	_____		6	=
			Total score	_____

	Rating	x	Weight	
Occupation	_____		9	=
Education (wife)	_____		5	=
Residence	_____		6	=

Total score _____

For inclusion in this project a family should have a total score (on the basis of either husband's or wife's education) of at least 100 and preferably over 115

*Based on Hollinphead's Index of Social Position (Hollinphead and Redlich, Social Class and Mental Illness, New York: Wiley, 1958)

EPDA: 9/22/69

BJ:pl

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Fall 1969

Guide for Home Visit Planning

Your plan for each home visit is to be written in advance. It should include the time you plan to visit, approximately how long you expect to stay, and what you plan to do. For example: How will you introduce yourself and explain your purpose in visiting?

Will you time this visit so the children are awake or asleep, at home or away from home? Do you want primarily to talk to the mother, to do something with the children, or to observe ongoing home activities?

Are you taking any materials for children's use?

Will you be asking the mother questions? What questions?

We have two purposes in asking for this advance plan:
1) to provide a base against which you can report and evaluate what actually happens.
2) to learn whether such planning is helpful to you or serves as a stumbling block.

EPDA: 9/22/69

BJ:pl

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Report Form for Home Visit

Date Plan for Visit	Date What Happened	Why did plan change

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Materials Introduced Into the Home

Check list Your name_____

Please turn in one of these forms for each visit on which you take any materials to the home.

1. Date of visit: Time of day:

2. Number of visit (first, third, etc.):

3. What was brought 5. For whom (age and sex)

5. What instructions did you give to the mother:

to the children:

6. What happened with the materials during the visit?

7. Were they left in the home? Why or why not?

8. If they were left, how were they subsequently used?

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Objectives of Home Visits

Please answer these questions after you have completed 3 to 5 visits with the family.

Number of visits made_____ Your name_____ Date_____

Identify this family's major problems, as you see them, from the standpoint of its effectiveness as a child-rearing environment. List in order of importance

What are your objectives in working with the family? How do they relate to the problems listed above?

What strategies do you expect to use to work toward your objectives? What will you <u>do</u> on your visits?

Why do you think these strategies will be effective with this family?

EPDA: 10/14/69

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Fall 1969

Criteria for Selecting Family

1. Did you select this family to work with on the basis of your

   a. previous contact with child (children) _____

   b. previous contact with mother _____

If neither a. or b. above, skip to question 3.

2. Describe in as much detail as possible what factors in your previous contact made you feel this family would be a good choice. What were you looking for in a family to visit?

3. Was this family recommended to you by someone else? _____

   Who? _____

   a. Why did that person select this particular family to recommend?

   b. Are the criteria used by that person the same you would have used if you had been able to select your own family?

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Report Form for Home Visit

Revised 10/20/69

Advance plan for visit

Time of day and length of visit:

Family members expected to be present:

Activities planned for children:

Questions to be asked:

Observations to be made:

The visit itself

Date _____ Time of Arrival _____

Time of departure _____

Who was present?:

Materials brought:

Locations of visit: Home (what rooms?) _____

Other (describe) _____

What happened (describe on additional pages. Explain any change of plan which occurred).

EPDA 10/14/69

BJ:pl

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Fall 1969

Mother's Coping Style

Given the limitations of her resources (resources of space, time, money, and available adults), how does the mother manage her home and family?

1. How much control does she exercise over children's use of time and space? Does she provide

_____ a. strong control, in any of these ways: enforcing strict order and cleanliness, restricting children's use of available space, organizing children's time (homework, chores, etc.)

_____ b. moderate control, by providing things for children to do and setting limits on use of time, space and materials, but permitting them some choice and flexibility

_____ c. little control, usually turns children loose. In this case, is the environment in which they're turned loose rich (in terms of things to play with, people to interact with, space available) or impoverished_____?

Check categories above and discuss here:

2. To what extent does the mother make herself available as a resource to her children? Does she read to them, play with them, take them places, have conversations with them, help them with homework? If so, is she available at their request, or only on her initiative?

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3. To what extent does she make other resources available to her children? (play materials in the home, library and recreational programs in the community, television, etc.)

4. In your opinion, how competent is this mother in coping with her family and household?

Very competent _____ Reasonably competent _____

Not very competent _____ Incompetent _____

Comments:

5. Regardless of her competence, do you think her basic coping style facilitates her children's learning?

yes _____ no _____ Explain:

6. Are your efforts to introduce change consistent with her established coping style? Discuss:

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EPDA: 12/1/69

BJ:pl

PLEASE READ TODAY

MEMO

To: Participants

From: Betty Jones

Subject: Follow-up on Mother's Coping Style

Your responses to the questions about mothers' styles were very helpful, and together with the continuing reports on home visits are enabling us to think more clearly about the dimensions of maternal behavior. It seems likely that we can usefully distinguish between a) the mother's style of managing the home, and b) her style of interacting with children.

Please complete this form today before leaving the seminar. It supplements the description of Mother's Coping Style you made earlier (those forms are in a folder on Portia's desk if you want to check what you said earlier.

---

a. Mother's Style of home management

1. Rate the home on its degree of order and cleanliness, by placing an x on the line below

Extreme order		Extreme disorder

2. Estimate the mother's attitude toward order in her home. (This will differ from your rating above if, for example, she frequently apologies for disorder but disorder is what usually exists.)

Prefers extreme order		Prefers extreme disorder

b. Mother's style of interaction with children

1. On the three lines below, rate the mother's typical behavior toward her children.

Mother initiates interaction frequently	Mother ignores children as much as possible
Interaction initiated by mother is always restrictive or punishing	Interaction initiated by mother is always warm or encouraging
Mother's response to children's efforts to get her attention is always restrictive or punishing	Mother's response to children's efforts to get her attention is always warm or encouraging

2. Estimate the mother's attitude toward interaction with children. (This will differ from your ratings above if, for example, she frequently scolds but apologizes for doing so, or if she says she knows she should pay more attention to them but she's too tired.)

Prefers frequent interaction	Prefers to ignore children
Prefers restrictive and punishment	Prefers warmth and encouragement

NOTE: If you feel any of your ratings require further explanation, please add it on the back. Or check here if you want to discuss them with me.

3. Now rate your own attitudes regarding the styles of home management and interaction you would prefer to see in this home in order to promote the children's learning.

I would prefer:

Extreme order	Extreme disorder

Mother initiates interaction frequently	Mother ignores children as much as possible
Mother-child interaction is always restrictive or punishing	Mother-child interaction is always warm or encouraging

Your name_____

BJ:Pi
2/6/70

APPENDIX C

PACIFIC OAKS AT PEPPER HOUSE

Report on Children's Program

by
Maria Pinedo
Winnie Dorn

NOTE: An after-School program for neighborhood children in the Pepper urban renewal area was first begun in 1968-69 on a volunteer basis, staffed by volunteer Pacific Oaks and Pepper area mothers and coordinated by Maria Pinedo, teacher in Pacific Oaks Children's School. During the project year Maria Pinedo continued this responsibility as a part-time member of the project staff, in order that the program might serve project participants as a resource for parent contacts.

As it turned out, most participants chose to make parent contacts through other channels. However, a number of them used the after-school program and the workshop as a community resource for the families they were visiting.

Pacific Oaks
at
Pepper House
1969-70

Introduction

Members of the Pacific Oaks Community first became involved in a neighborhood program for children in the Pepper Redevelopment Area in Pasadena during the 1968-69 academic year. At the time that the Community Redevelopment Agency completed the principal phase of its Home Improvement Center project, part of the space in this center was made available as a neighborhood center and rented to Pacific Oaks. Volunteer parents and staff from Pacific Oaks Children's School initiated an after-school program which continued until the end of the school year. During the summer Caltech students made use of the house for a special educational project.

Beginning in fall 1969, Pacific Oaks used the house for a continuing program for children and associated teacher education activities, particularly those of an Office of Education special project, Preparing Teachers to Involve Parents in Children's Learning. Seminars and workshops for teachers made use of all the space in the house, yard and garage at times when the children were not there. The children's program was not scheduled on Mondays, which were entirely taken up with teacher and parent education activities. But on other weekdays, as reported below, it was in full swing.

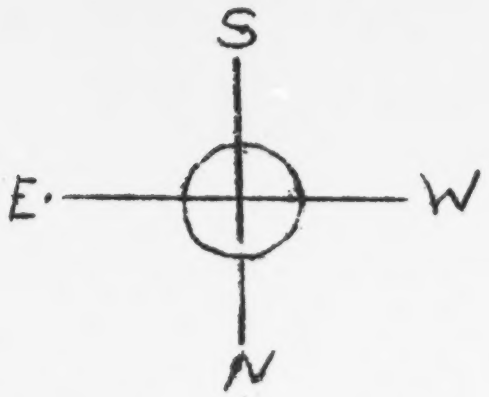
The Children's Program:

There is a need in the neighborhood around the Washington and Fair Oaks area for an after school program for children. My intentions were that Pepper House could be a place for all ages of kids. A place to come. A place where people are, consistently. A place where there is freedom to explore materials with imagination and creativity. A place where it is possible to learn about

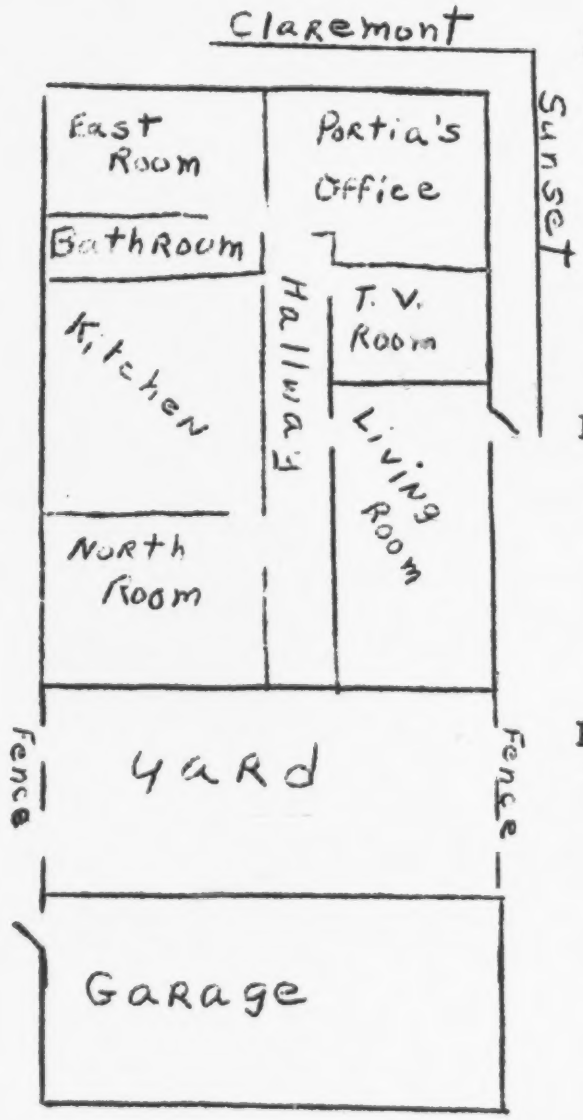
the world, oneself, and others by doing, feeling and wondering. A place where exposure is possible - exposure to people of various ages and differences, as well as, exposure to the world around. A place where staff and children could learn mutually from each other.

The Basic Structure of Pepper House:

1. The physical environment: 1230 Sunset
Pasadena, California



Living Room — carpet, several windows, bare of furniture, good lighting
We added 2 sewing machines (which sometimes did not work) and large tri-wall bins with several levels of shelves. In these shelves we made available creative materials to be used freely by the kids at their own discretion.



Kitchen — stove, refrigerator, empty cupboard space, sink with hot and cold water
We added cooking supplies and some food staples (which we locked up when we were not around). We used the space for storing paper and other art supplies etc.

East Room — no carpet, tables, shelf space, closet space, several windows good lighting
We rarely used this room, except for private projects which children wanted to work on.

Portia's Office — Portia was the project secretary and used this room for her office. We did not consider this room for the kids.
Portia was in the building all day. The children would come in and out, bother her, and yet found a friend and a security in her constant

presence. She was helpful to the staff in many ways.

T. V. Room — a small room, carpet, several windows, two desks, large closet, good lighting
A television was donated by a Pacific Oaks family for Pepper House. We kept it locked in the closet. We watched it only on rare occasions. (They did not like to watch "Sesame Street.")

Bathroom

North Room — small room, vinyl tile, several windows, large cupboard
We made this room into a kind of play room, with blocks, books, trucks, dolls, games etc.

Yard — cement area adjacent to house, *grass, flower garden*
We added two long tables, one cut low for kneeling on the grass.

Garage — large converted work room
Bill Baker's Creative Environmental Workshop organized a woodworking shop, with tools and supplies for the community as well as for Pacific Oaks students. The children were allowed to use the shop.

2. The hours and days: Tuesday - Friday
2:30 - 5:00 (or earlier during winter)
October 1969 - June 1970 (8 months)

3. The staff: I "Maria Pinedo" was the only salaried staff member, available on Tuesday and Thursday. Winnie Dorn was on a work-study program and was available Wednesday and Friday.

Volunteers: from Pasadena City College, Polytechnic School, local high school, Pacific Oaks students and parents, neighborhood young people, and various others. Seldom did we have parents of the children helping.

On a good day we averaged 4-5 staff members. Sometimes there would be only myself and/or Winnie Dorn.

Later in the year Jesse Oaties joined the staff on work-study. Jesse is a black man and our only consistent black staff member. This was important for all.

4. The children: Between 10-30 per day (fewer on rainy days)
Ages between 1½-14 years (lots of siblings and relatives)
The children were all black, and the only white children present were children of the volunteers.

The kids were relatively consistent in attendance and toward the end of the year there was a core of children (around twelve) who were most regular.

5. Money and Materials: Pacific Oaks Parent Steering Committee donated $30 per month for 8 months. This was the only money we had to work with consistently. All other money was donated by various individuals. We did not make a large effort to find donations. All materials needed were given to us, found by us, and left-overs from someone etc. This proved difficult, many times discouraging, and many times impossible. At other times we managed quite well.

6. Types of activities: creative art experiences - clay, paint, etc.
woodworking, tools etc.
knitting, sewing, fabric construction
physical activities - parks, sports, swimming
cooking
books - library
films - library
black awareness - through various community efforts
music - mostly "soul"
field trips - picking pumpkins near Santa Barbara
mountains - Angeles Crest
mountains in the snow - Angeles Crest
park zoo - Los Angeles
all kinds of city parks
lots of library trips - La Pintoresca
Olvera Street - Los Angeles
the beach - Torrance Beach (Life Guard Station)
market shopping - community
Pasadena Old Town - leather shop etc.
Pasadena Humane Society
Eaton Canyon Nature Center - Pasadena
PCC for Black Awareness Art Show
Cal Tech Ecology Fair
etc. etc.

7. Parent involvement:

For me it seemed difficult to be in a strange neighborhood and asking for help with my project. But as the kids began to know us, their parents did also. Many times we dropped kids at home after Pepper and chatted with parents. Sometimes parents dropped by and chatted with us. There were times when parents donated cupcakes, lemonade etc. as a treat.

When I did ask parents about coming to Pepper and helping with the program, it was usually not possible for busy moms. Many mothers worked, had large families, were tired, and some were running the home alone. To come to Pepper with more kids, noise and work was not appealing; the field trips were, however. One mother asked if she could be paid to help out.

Curtis' mother told me: "I think it is really great what you're doing here with the kids. I don't take my kids to the beach because I'm afraid of the water."

I feel our overall relationship with the parents at Pepper to be good. I feel they trusted us and were aware of how things were going, even if they did not come around much.

What went on at Pepper House: (feelings and impressions)

Our intentions were for a free-flow, open-structure environment for kids. Our vision was that there would be small groups spread throughout the house, yard and garage, each group centering on various activities with one or more staff members available for the expansion of experiences. A person to make an experience vital, as well as possible for individual children and the group as a whole. (ex. is there enough glue, we need more paper, let me help by searching for that ball of string, you discovered a great idea, I like you etc.) This might carry through even to how a project might arrive home. (ex. Aertha made a beautiful bench from wood. She told me that she couldn't take it home. Upon further inquiry, I discovered that she was afraid to carry it out of the building because the "boys" would wreck it. I walked her home and acted as body guard.)

My feeling was that a staff member (resource person), no matter what age or experience, was to be allowed to be herself (himself), and to meet the needs of the group the way she (he) felt best with as little structure from me. I did encourage two values, however, for the children: 1. Let children find

their own solutions, if possible, with as few models as possible. 2. Try to develop trust and security by supporting the needs of individuals, the group feeling, the relationship with peers and with us.

We tried to avoid craft type, task type projects, where the products would demand little originality and involvement of the child's self. (ex. we made available needle and thread, pins, scissors, tape measures, two sewing machines and several bins of scrap fabric and suggested to those interested (boys and girls): "See what you can do with this." Some made skirts, hats, ponchos, purses, scarves; and more than that fiddled around with threading needles, cutting fabrics, <u>discovering</u> sewing principles, construction problems and ways to solve them in <u>their own way</u>. Some really only hung around, messed around. This was comfortable for me and important for them, although difficult at times.)

We tried to avoid "school work" type learning environments, and approached learning as: "Curriculum is everything that happens." (ex. one day we were making candles, and with a candy thermometer began measuring the temperature of melting wax. It needed to be 180°. From there it blossomed into the measurement of all available - water, ice, people, etc.)

One of my beginning impressions of the children at Pepper House was that they had a tremendous need to possess. This assertion of self seemed necessary for survival in their lives, in their families, on their block and at Pepper House. If one did not literally guard his territory and himself, his friends considered it justifiable to take over his possessions. It might take the form of wild arguments, yelling, misunderstandings, fights, teasing and aggression. Feelings seemed to always be violated. Needs always seemed not to be met by others. For me this was the first time I had encountered such intensity of emotions and needs. I felt overwhelmed and inadequate to confront such needs. I was coming in touch with black culture for the first time.

It seems to be a gut-level awareness that "being nice," and having manners is only real when one's own basic needs are first met. This reality is honest and seems difficult for us "middle classers" to deal with. It demanded a keen understanding of relationships, and a developing awareness of black culture, and the awareness that the environment I prepared for Pepper House must consider these needs.

One of my beginning impressions was that there was also a tremendous amount of cooperation, sharing and consideration of others (especially family members) much of the time. This was especially true when they were excited about something together, and when each had a rightful part that was defined and <u>real</u>. (ex. "Curtis, you are in charge of this batch of cookie making. These guys want to help and each can decide how they can." (or) "I bought some yarn today for knitting. There is one ball of yarn for each. Who would like one?")

We found in the beginning of the year that the kids did not really seem to trust us, particularly like us, and tended to use and take advantage of us in one way or another. I was not prepared for this. I found I was defenseless and rather unassertive. I found I had trouble setting realistic limits. At one point I felt that they would rather steal from us than care about us. (middle class hangup)

There came a point when we began reacting to our feelings and fighting back in an equally aggressive manner; yelling, arguing, accusing, being fearful and angry at ourselves and the kids. This was a very important time. We discovered that the kids' behavior became even worse and hostility towards us was heightened by our over-reactions. I was confused, scared, not in touch with the dynamics of it all. I wanted to close Pepper House for good. In fact we did for several days. Several other days we closed early because of uncontrollable behavior. What surprised me was that the kids were furious

with our closing, and seemed to care very much when we would return; they hoped we wouldn't leave.

I really did not know what I was dealing with at this point. It was January and we still had five months to go with the program. Our beginning months were relatively successful, but slowly and steadily we were having problems:

1. We had too many kids in the building with various needs, ages, and behavior problems.
2. We did not have enough staff who were willing and consistent. A staff that was able to be flexible and strong at the same time. A staff that should have been paid with some kind of salary. I firmly believe the "age of the volunteers" is limited, and certainly not a way to run a difficult children's program.
3. We did not have enough black staff. Perhaps Pepper House should be organized and run by blacks? Perhaps a black and white staff could work together? (We were predominantly a white staff.)
4. We did not really ever have the proper materials to carry through with valuable experiences for the kids and staff. One cannot run a children's program with donated, cast-off toys and books, left-over paper, paint etc.
5. We did not have enough money. Pacific Oaks Parents Steering Committee was our only consistent financial support.
6. We did not have much support from the community and Pacific Oaks.

We had, however, discovered one thing - we were important to those kids. They did not want us to close. Trust takes a long, long time to build. What next?

One day we picked up about twelve kids and went to the park. We brought along paints, paper and various size brushes, sponges etc. We had a great day.

Each successive week, thereafter, we left the property almost every Tuesday and Thursday for an adventure. It seemed that changing the environment had amazing effects. Suddenly we had small groups traveling around in cars. We had new experiences to relate too. This began to build small groups of responsive kids. It removed them from their neighborhoods where they had established roles. It threw them into new environments where all were equal. There seemed to be a minimum of aggression. Behavior began to improve. Relationships were more concerned with feelings and each other. They began trusting us and we them.

Our "intentions" for Pepper House were basically consistent throughout the year, and yet our attitudes toward things became considerably more flexible:

1. The kids were doing more choosing of the things they wanted to do, how they would do it, and when. We discovered the freedom to explore in one's own way, to be very vital and necessary at Pepper.
2. We began working out problems together. We were listening to them, and they to us.
3. We found that the Pepper House building was becoming less and less important, and could meet in various spots in the neighborhood, and in homes etc.
4. We really became quite mobile and found this to be lots of fun.
5. We as a staff discovered we could only meet some of the kids needs, part of the time. We had to limit, and know our own limits to make an experience possible. (ex. taking only 10 kids at a time swimming.)
6. We discovered that consistent staff was very necessary (quality not quantity).
7. We discovered that Pepper kids were exposed to much of life, and human behavior, and from their own reality. We mutually exposed each other.

By the last two months of Pepper House, I feel we had all grown tremendously. I had the feeling that Pepper House ended as a great extended family. We were all a bit wiser about honesty, and about seeing things for what they are, not what we <u>think</u> they are. Maria Pinedo

<u>Postscript: Reflections on the Year</u>

In looking back over the past year at Pepper House, I see that there were mistakes, hardships, frustrations to be sure, but these seemed minor and no more than what one could normally expect. The important thing, however, is that something very concrete was established - a place for the children in the neighborhood to drop in after school where they were free to discover, explore, and "mess around" with media and materials, cook, sew and <u>just be themselves</u>.

The measurement and proof of this year and this program lies in the personal growth of the children and the staff. Speaking for myself, I know what an invaluable experience it has been for me to know these children and some of their parents. The trips we took enabled us to make some home contacts and deepened the relationship between the staff and the children.

A goal we were striving for in our work was to help the children become <u>both</u> more free <u>and</u> more responsible. We believed that this could be done by increasing the child's sense of his own power to take responsibility for his own behavior. Further, by providing experiences which made available ways to become free, followed by the actual experience of increasing freedom, we could help the child achieve a personal satisfaction that is unique to feeling free. It was crucial that the two qualities, freedom and responsibility, be thought of as existing in a indivisible relationship. It was this underlying assumption that built a sense of trust between staff and children, enabling those that live around Pepper to form a cohesive group that looked to Pepper as "their

place where something good would happen".

Time did not permit us to develop an academic program as such, but the staff felt, after the children had experienced the workshop activities and explored the other materials offered, that some were definitely ready for more cognitive activities. This was evidenced by the writing of creative stories, and many made scrap books and illustrated them. There was much learning going on all the time, whether it was reading recipes, learning to knit, mixing the colors of paint, or why someone gets angry - it's all part of the continuum of the learning process.

It seems to me imperative to offer the students at Pacific Oaks a practicum of this nature, especially for students who want to teach in the "system." A practicum of this kind offers a teacher an opportunity to come to grips with cultural patterns that are different, and a complete spectrum of behavior. In such a setting she can become comfortable with individual differences and find her own strengths and weaknesses in the process.

Much has been written about the "disadvantaged" child, and most of the writings accentuate the deprivational aspects (such as the linguistic lack). However, when one is in the milieu of the black child one gains an enormous appreciation of the vast qualities of the human psyche - his particular coping strengths, his colorful syntax, his concern for siblings, his innovative ability and his spontaneity. These qualities can be utilized and incorporated into his learning style, but unfortunately they are all too often "put down" in a conventional classroom situation. This happens altogether too frequently because of the blind spot, the middle-class "inner eye"* as Ralph Ellison calls that

*"That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of their inner eyes, those eyes with which they look through their physical eyes upon reality...You ache with the need to convince yourself that you do exist in the real world, that you're a part of all the sound and anguish, and you strike out with your fists, you curse and you swear to make them recognize you. And, alas it's seldom successful."

mechanism that interferes with seeing reality. Most public school teachers never have an opportunity to get to know black children (or any children for that matter) before they get in a classroom with them.

Winnie Dorn

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7/6/70

APPENDIX D

from the brochure,

"THE CREATIVE ENVIRONMENT WORKSHOP"

by

William E. Baker
Allan Leitman
Floyd Page
Anthony Sharkey
Melvin Suhd

of

Early Childhood Education Study
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Los Angeles, California 90001

"THE CREATIVE ENVIRONMENT WORKSHOP"

Adapted From

The Workshop Way of Learning
by
Earl C. Kelley

WHAT IS A WORKSHOP?

A Creative Environment Workshop is a teaching program to help effect change in education. It is part of a teaching philosophy that demonstrates, with adults, what we feel about children. Adults, as well as children, learn by doing, by discovery, by trial and error, and by having success with a personal vision. When a person can experience success by seeing his "vision-idea" take shape, that person will have the confidence in himself to continue to grow and change.

A Creative Environment Workshop is a classroom for adults concerned with educating young children. Adults are teachers, aides, parents, student-teachers and supervisors. A classroom is any place where materials and people are brought together to learn. With the help of Facilitators, participants work with basic substances in much the same way as would children in a healthy learning situation. Wood, cloth, plastic, cardboard, metal, paint, etc. are provided. Tools, resource materials such as pamphlets, books, 35mm slides, and films are made available when needed.

We place many things in the workshop that are not usually a part of an adult's past learning experiences. We arrange things around centers of interest allowing people to choose from amongst a number of possibilities. We encourage the investigation of open-ended materials. These are materials that can be used in a variety of ways. Exploring "stuff" and eventually making something from the "stuff", helps adults working with young children gain a deeper understanding of the way children learn.

> After her first experience in a workshop, one teacher remarked, "I think I found out why one of my boys wanders around the classroom. He can't decide what to do. I had the same problem today. I went from one thing to another, I just couldn't decide what to do".

We think this kind of experience will halp parents and teachers gain a deeper understanding of the learning style of youngsters. Working experiences where people are free to make something from a variety of choices is often difficult at first. However, the more time people spend in a creative setting the more comfortable they feel, and the more opportunity they have to satisfy their own needs and interests.

WHY HAVE A WORKSHOP?

The workshop approach to learning is essential to the education of adults working with young children. Much of our own education has not prepared us to understand the kind of learning environment that is needed in a rapidly changing and mobile society. Adaptation is now the key, adapting to new experiences, new people, and new products is more important than learning a limited set of static facts. We adults were not taught adaptive principles. We did not play an active part in planning, directing, or judging our own education. We were told what to learn, when, and how to learn it, and whether we had learned successfully. Our own experiences make it difficult for us to let youngsters take part in planning, directing, and judging their own learning. Without experiences of our own, it is difficult for us to create settings for learning that allow adaptation and a variety of choices. The workshop gives adults a setting where they can plan, direct, and value their own work.

Second, instead of working with real things to learn basic ideas, adults learned primarily by studying basic ideas in an abstract way. In other words, we learned by words alone - not by doing. Most of us feel uncomfortable using materials to explain an idea. We have had little practice in creating our own learning materials and deciding what equipment and materials are best for our own setting. We have been given things that have already been developed. We have been taught to use materials in a special, limited way. It is difficult for us to shape settings for young children that will meet their needs and interests. The workshop gives people a chance to make things to put into the learning environment. Talking about what we have made and how children can use our materials, makes it easier to use these materials with children. Adults can take a more important role in shaping learning environments.

A Headstart teacher made four cardboard geometric cutouts, large enough for four-year olds to pass through. These were in the shape of a triangle, a rectangle, a square, and a circle. She explained that she wanted the children to "get the feel" of the different shapes by running and jumping through them. A few weeks later this teacher told a group of her workshop friends that she used the cutouts and that her kids knew a square from a rectangle.

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APPENDIX E

FOUNDED BY FRIENDS
PACIFIC OAKS COLLEGE
714 W. CALIFORNIA BOULEVARD • PASADENA, CALIFORNIA 91105

Dear

Our first Involving Parents seminar will meet in less than two weeks, on Monday, September 8 at Pacific Oaks. I hope you'll begin thinking about the process of making contacts with parents, so that you'll be prepared to raise questions when we get together.

You'll recall that our Plan of Operation, of which you have a copy, states about recruitment of families:

a. Currently employed teachers will select mothers of children in their classes, requesting that they help the teachers by providing educational activities at home to supplement those at school;

b. Project participants not currently teaching disadvantaged children will contact mothers through local community agencies offering preschool and after-school programs and well-baby care, to request their participation in a study of how children learn at home.

Is this clear to you, as you anticipate actually doing it? What will you as an individual be comfortable saying to a mother whose cooperation you're requesting? If you plan to choose a family whose child you're teaching, what criteria will you use for selection? If you need to go through other sources to contact families, what procedure do you think would be appropriate?

Project staff have ideas and some contacts, but will establish no rules of procedure. What you do, both in recruiting families and in working with them, will be based on your own personal style of action and philosophy of teaching, continually evaluated with the group of participants. We're all teaching each other, and learning from parents as well.

Attached are some preliminary ideas for you to react to. Are any useful to you as guides for thinking or action? Do some rub you the wrong way, as not describing how you work at all?

Our agenda for September 8 includes getting acquainted, registration and clarification of details about credit and stipends, and discussion of recruiting of families. Our immediately pressing question beyond this stage will be, Once you've recruited them what do you do with them? and we'll begin discussion of this as well. This question will, of course, be the basis for our agenda during most of the project.

Cordially,

Betty Jones
Project Director

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SOME POSSIBLE APPROACHES TO RECRUITING AND WORKING WITH FAMILIES: PRELIMINARY IDEAS

We are starting with the assumption that home and school are complementary child-rearing environments. Homes, like schools, are places where children learn; mothers as well as teachers teach. To do a good job, a teacher needs to know what a child learns at home, and a mother needs to know what he learns at school; parent and teacher share responsibility for keeping track of where a child is in his learning, knowing what he can do and what he can't and what his interests are. They need to share their knowledge of the child.

Another assumption some of us hold (but which may not be common to all project participants and will provide a point for discussion) is that children learn by exploring a varied environment (which includes both things and people) and by having their discoveries approved and interpreted and confirmed by other people. Therefore, the task of the teacher trying to involve parents in children's learning includes (a) observation of the home as a learning environment--what is in it and what uses children are permitted to make of it; (b) provision of ideas and materials to enrich the environment; (c) demonstration of effective ways of interacting with children--of paying attention to and responding, especially verbally, to their behavior; (d) sharing of ideas for managing exploratory children, for encouraging initiative without turning the household upside-down.

In approaching a parent with these or related goals, how will you define and interpret your role? Among the possibilities:

1. Teacher-expert ("I need your help in teaching your child. Some of the things I do at school can also be done by you at home. I'll tell you about them and demonstrate them with your child. If you also teach him it will help him learn faster and better, since at school I can't give him as much individual attention and since more of his time is spent at home.")

2. Teacher-learner ("To be a good teacher, I need to know what children learn at home as well as at school. You know your child better than anyone else does. You can help me understand your child better--what he is interested in, what he is good at, what you want him to learn.")

3. Student-researcher (I'm working on a project in which we're trying to learn more about the different ways in which parents raise their children, and about the kinds of things children learn at home. We need to know these things if changes are to be made in schools so they can do a better job of teaching children.")

4. Bringer of gifts ("We use a lot of things in school--games, books, puzzles and things at home, to keep their children busy and to help them learn. We have some things, and some ideas for making more, that we would like to try out in some homes to see how mothers and children like them. I'd like to bring something new for your children to do every week, and try it out with your children, and let you keep it so you can tell me how it works out.")

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APPENDIX F

REPORTS ON SPIN-OFF ACTIVITIES

1. Seminars

   a. Orientation of new participants and students

   b. Compton-Willowbrook-Enterprise Head Start

2. Paraprofessional Visitors

SEMINAR: ORIENTATION OF NEW PARTICIPANTS AND STUDENTS

Two new participants and five additional students enrolled in the project seminar in spring. They met as a group for a series of orientation sessions led by one of the project participants. This leader assumed responsibility for selecting orientation materials, determining discussion topics, and providing ongoing supervision for the individuals in this group throughout the semester.

This group was given somewhat more flexibility than the original group of project participants had been. Students who were not project participants had the option of visiting families which were not disadvantaged, and several did so. Each individual developed his own forms for making written reports. After the orientation series they joined the other participants in seminar activities, meeting occasionally as a separate group.

SEMINAR IN INVOLVING PARENTS IN CHILDREN'S LEARNING, offered by Pacific Oaks College in cooperation with Compton-Willowbrook-Enterprise (C. W. E.) Head Start Agency

Plan and Purpose of C. W. E. Seminar

In order to extend the effects of a special U.S. Office of Education project, Preparing Teachers to Involve Parents in Children's Learning, Pacific Oaks College in cooperation with the Compton-Willowbrook-Enterprise Head Start Agency (C. W. E.) offered a one-semester seminar for the teachers and parents of that particular agency. Since Head Start teachers make home

visits as a part of their job, it was assumed by the Pacific Oaks project staff that C. W. E. teachers could increase their competence through a regular opportunity to discuss home visiting with each other within the structure of a college course, to evaluate what it accomplishes, to organize and re-organize visit plans, and to involve parents in making learning materials in the home and in the workshop.* It was also felt that a seminar offered with this particular agency might make a special contribution to the Pacific Oaks project because C. W. E. sponsors Head Start units in a variety of settings, including several in public school facilities.

Most important to this extension of the original project was the C. W. E. agency request of their two project participants to pass on to other agency staff members what these two had been learning in the first semester of the year-long project at Pacific Oaks. These two people, one a social worker, the other a teacher were willing to accept the assignment to be the co-leaders of the C. W. E. Seminar. A member of the Pacific Oaks project faculty was available to provide regular on-site supervision. Pacific Oaks College offered a special plan of half tuition-aid for the course. Additional tuition-aid was available through the Head Start Agency. Two semester units of college credit could be earned in the Seminar.

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*The Creative Environment Workshop in Pasadena was one of the resources for participants in the Pacific Oaks project. Compton-Willowbrook-Enterprise Head Start sponsored a similar workshop as part of its in-service training plan. This facility was available as a resource for the C. W. E. Seminar.

Recruitment of Students for the Seminar

The two group leaders contacted all Agency Child Development Supervisors to explain the purpose of the project and to obtain permission to present information about the course to their staff. Contacts and presentations were made at five different locations for a total of 54 Head Start classes.

Fourteen prospective students attended the initial class meeting led by the co-leaders, the Pacific Oaks faculty representative and the C. W. E. Head Start Coordinator. The applicants included 5 teachers, 6 assistant teachers, 2 parents, and 1 nutritional aide. Subsequently, 7 dropped out, 3 because of conflicting classes, 2 due to illness, 1 for financial reasons, and 1 parent who was not quite sure that this was what she wanted. The remaining seven students included 4 teachers, 2 assistant teachers, and 1 parent. One teacher and one assistant teacher worked in public school Head Start. Three teachers and the two assistants were Negro, one teacher was Mexican-American, and the parent was Caucasian. Each visited a family of similar color and/or cultural background.

Attendance at the weekly seminar, on a voluntary basis, proved quite regular for these seven who completed the course.

Plan of Operation

As co-leaders of the C. W. E. Seminar the two participants of the Pacific Oaks Project were responsible for

1. Agenda for each class meeting.
2. Alternate leadership of weekly discussions.

3. Presentation of forms chosen from those they had received from Pacific Oaks.
4. Taking, transcribing and duplicating of notes on discussions.
5. Helping students with the writing of reports.
6. Evaluation of written reports on home visiting, including written feedback for each student.
7. Progress reports to Pacific Oaks Project including copies of all written work by students and copies of taped class discussions.
8. Individual conferences with each student for purposes of support and constructive criticism.
9. Written evaluation and assignment of a letter grade to each student in cooperation with Pacific Oaks Project faculty member.
10. Evaluation of total C. W. E. Seminar
11. Participation, on regular basis, at the Pacific Oaks Project's weekly class meeting - including a summary report to the members of this class.

Home Visits

Each student used her own approach in recruitment and in working with the family. Out of the seven originally selected families 2 were dropped and the participants selected new families to visit. Some students were more successful at involving parents than were others. One dropped her family despite the suggestions of both leaders and fellow-students that she had not given herself or the mother enough time to form a two-way giving- receiving

relationship. Another dropped her first family only after a valiant attempt at involvement, and even then she left the door open to further home-school relationships if desired by the mother.

Since all but one student were teachers, they were prone to take Head Start-type, educational materials into the homes to work with the children. The one parent also used this technique for working with her selected family. She relied heavily on suggestions of the co-leaders and other teacher-students for appropriate materials and their use with the age-levels represented in this family.

Six of the seven students felt that taking the families on field trips into the community was an important method to reach objectives with both parents and children. The remaining student did not ever take her family out of the home during her visits. Representative excursions were to Marineland, to public library, attendance at P. T. A. meetings, to parks, gardens and the beach.

The seminar offered students a regular chance to discuss their experiences. Probably because they were all related to the one Head Start Agency, they had much in common and were able to give one another much constructive criticism and were, from the start, very supportive of one another. The co-leaders, who shared this commonality, had a real awareness and understanding of the group needs. They regularly supplied resource materials such as books, films, and special consultants, as well as sources of materials to be used either in the homes or at the Creative Environment Workshop.

Evaluation by Parents

Toward the close of the semester, the parents were invited to a tea at a local park for the purpose of evaluating their experiences in the home visit program and to make any recommendations for the continuation of this plan of visitation. Children were cared for by some of the students while the parents were led in discussion by one student who was trying to gain graduate credit in the seminar. Information obtained included:

1. Mothers were introduced to new learning materials by their visitors.
2. Experiences were interesting to both parent and child.
3. Families, up to now, had not utilized local parks, library, and other community resources.
4. Children looked forward to weekly visits, and younger children particularly benefited from opportunities ordinarily not available to them until much later.
5. Parents learned to use materials already present in their homes for extending their children's learning.
6. For the non- or little-English speaking family it was most helpful to have a bi-lingual visitor in the home. The entire family could participate.
7. Parents felt visitors were friendly and admired their patience with the children.
8. Parents wished that teachers might come even more frequently to visit the home, and they did not like to think the program was terminating.

Evaluation by Staff and Students

The co-leaders gave the students a guide for evaluating their experiences as participants in the project. Students made the following major points:

1. Besides working with parents the teacher-visitors had the opportunities to become involved with younger children. They wished to continue this type of in-depth visitation.
2. The teacher-students would try to extend this type of home visiting into future Head Start classes. They would use a team approach with teacher and assistant teacher both going into the home.
3. The students could pass on to others the knowledge gained by going into the homes and having contacts with parents and children.
4. More time is needed to do this type of project on a bigger scale. If certain families needed more time then this should be considered.

The co-leaders felt they gained from their experience in these ways:

1. They were able to make a contribution to the student group through extending their own learning experiences in the Pacific Oaks Project. There was a satisfaction in being able to do this for their own Head Start Agency.
2. Even though the class was small they were able to reach many people in an indirect way. They were able to involve more families - 7 as compared to the 2 they themselves had visited in the fall semester.

3. Because this was a pilot project they were free to try new approaches.
4. This experience broadened their own leadership skills, parent-teacher relationships, staff understanding and knowledge of resources in their own community.

Outcomes of the Project

For the C. W. E. Agency:

1. The development of a resource center by the co-leaders.
2. The initial use of the Compton-based Creative Environment Workshop.
3. Frequent exposure of project participants to new and varied educational films and other resources.
4. Students experienced in-depth involvement with parents and children in their homes. With a global look at the family picture they will be less likely to make snap judgments about families in their future Head Start classes.
5. Introduction of students to varied ways to build stronger home-school and home-community relationships.
6. Teachers learned how families utilize what they have in their homes and about various coping styles of disadvantaged parents.
7. Teachers often learned that parents were interested in their children's learning and welcomed help from the teachers.

For the Parents:

1. Parents found teachers were friendly, wanting to be supportive, and interested in their children.

2. Teachers served as models for ways to discipline children as well as to assist them in their academic learning.
3. Parents learned from teachers how to use materials already in their homes (e.g. water play, playdough, cooking, old magazines and newspapers and plastic and cardboard containers) as educational tools.
4. Parents were introduced to many new community resources.
5. Parental attitudes and behaviors changed when reasons behind letting children do things were demonstrated and explained by the visitor; e.g. getting dirty, value of water play, recognizing individual differences in their several children, allowing time to really listen and converse with children.
6. For the one student who was a parent, not a teacher, this was her introduction to a college course, and perhaps opened the way to interest her in further education.

Conclusions

1. Parents who became involved in the home visiting program did not do so because they could use this type of relationship to Head Start as a substitute for participating at the child development centers. The parents who said they wished for more frequent home visits were the very ones who most often participated at the centers.
2. Parents felt that home visits by teachers were most valuable because more things can be done at the home due to the total involvement of the family.
3. Teachers can find time for in-depth home visiting with those families who most need this kind of home-school relationship.

4. Head Start teachers and assistant teachers can benefit from a training course of this type. However, enrollment needs to be voluntary rather than required in order to be motivated to recruit and to continue an ongoing program of home visits with any one family.
5. Weekly seminar meetings are essential to the success of this type of teacher training course, because much learning comes out of the sharing of varied approaches to families and ideas for ways of working with them in the home and out in the community.

PARAPROFESSIONAL VISITORS

Two participating teachers recruited mothers they visited during the fall to become home visitors themselves during the spring semester. We requested and received approval to pay them stipends as special participants in the project. In addition, a third mother took the initiative in asking if she could help introduce other parents to the resources being provided by her home visitor.

In each case the teacher-visitor provided orientation and continuing support. Summaries of each experience follow:

Mrs. V.

Mrs. V. had originally been identified by her teacher-visitor as a potential leader in the Head Start parent group. She was very pleased when invited to become a paraprofessional visitor. Mrs. R. (participating teacher) oriented Mrs. V. by discussing approaches and project expectations, and by giving her some of

the written materials prepared by project staff. She helped her recruit a family through the Head Start agency. Mrs. R. also continued to make home visits to the V. family, working with the children and discussing Mrs. V.'s experience with her.

Mrs. M. and her three sons were the family visited by Mrs. V. Mrs. V. began by taking learning materials into the home; after several visits she took Mrs. M., with several other Head Start mothers, to the workshop. This was a very successful trip and was repeated. Mrs. V. also took the M. family (in the V.'s car) to shopping centers and to a reservoir, and once provided emergency transportation to the hospital. On several occasions the M.'s were invited to dinner at the V.'s home; the three V. girls played with the M. boys and Mr. V. also was able to relate to the boys. Mrs. V. brought Mrs. M. to the project parent meeting at Pacific Oaks, for which Mrs. V. was co-leader.

Mrs. V. writes with considerable ease (though she says she has to keep checking spelling in the dictionary) and had volunteered to write descriptions of her own children for the teacher-visitor early in the fall. She faithfully completed written reports on her visiting.

At the end of the project Mrs. V. planned to keep in touch with the M. family.

Mrs. G

Mrs. G., the mother of one young son, had impressed her home visitor as particularly alert and motivated to expand her horizons. Her response to her visitor's invitation to become a paraprofessional visitor: "I was in the right place at the right time!

Isn't this good? I hope it leads to something else -- but it's good for a start."

Mrs. S. (participating teacher) gave written orientation materials to Mrs. G. and encouraged her to do her own recruiting of a family. Mrs. G. did so, first considering a family in her apartment building, then making contact with a church center in a housing project, and finally getting a referral from the Head Start teacher -- to a deaf mother with two children. She made the initial visit with the Head Start social worker, made follow-up appointments on her own.

Mrs. G. typically saw the family more than once a week. She took the mother regularly to a sewing class and at the same time Mrs. G. attended a sign language class; both Mrs. G. and her 4-year-old learned some sign language as a result of her contact with the deaf mother. She also drove the mother to other meetings and took the family to the beach. She felt she established a helpful friendship with the mother.

Mrs. G. also began coming regularly to the project seminar. She was very effective as co-leader of the parent meeting and later reported on this meeting to the full group of teachers and staff; she participated easily in group discussions with participants. Because she was apprehensive about report-writing, Mrs. S. suggested she read some of the home visit reports others had done. She did so, saying afterwards that that would be about the way she would have done it.

Mrs. S.'s continued efforts to get Mrs. G. to write reports were unsuccessful. Mrs. G. clearly had anxieties about her

writing skills, but she said she would dictate her reports to a friend who could write them up for her. She was responsive when Mrs. S. reminded her about getting them in -- but she never did. She did, however, report orally to Mrs. S. on her visits.

Her participation in the project stimulated Mrs. G. to think about working in the near future. The deaf mother's social worker encouraged her to consider working with the deaf; the Head Start teacher encouraged her to apply for an assistant teaching position. One project participant took a particular interest in her and offered to help her go to junior college; however, Mrs. G. is fearful about attempting academic work.

Mrs. J.

Mrs. J., a Spanish-speaking mother who had experienced her Spanish-speaking visitor as a most helpful resource, stated at our fall parent meeting that she would like to help other parents learn what she had learned about educational and health care resources, and gain more confidence in the use of English. With her visitor, Mrs. N., she developed a plan to work with two other mothers and their children from her housing project, exposing them to community resources and introducing them to inexpensive learning materials and activities that could be used at home.

One of the mothers selected was an illegal immigrant who was afraid to expose herself to the others; Mrs. J. therefore visited her and her children at their apartment. To work with Mrs. H., the other mother, Mrs. J. arranged to use the Social Hall at the housing project, since the apartments were so small.

On the day of their first meeting, three other mothers and their five children came in too, through the doors left open because of warm weather. Mrs. N. (teacher-visitor), who was also present, felt they could not be turned away, and she and Mrs. J. changed their plan of action to a weekly pre-school program involving mothers with the children in play activities. This plan began with 4 mothers and 7 children, with Mrs. N. actively involved as demonstration teacher for the mothers. Unfortunately, a group of 10 mothers and 15 children attending a Family Counseling Center meeting in the Social Hall were superimposed on this group, forcing them to find another meeting place.

Mrs. N. was then able to arrange for the use of the excellent facilities of a Family Center at a nearby elementary school. Classes in Health and in English-as-a-Second-Language were held in another classroom, and Mrs. N. sometimes took full charge of the children to enable the mothers to attend these classes. Field trips were also made into the community, particularly to the library.

In late April Mrs. J. took an afternoon job and was no longer able to work with the mothers' group she had started; she did continue to visit the other family (cf illegal immigrants). Mrs. N. carried on the program with Mrs. H. and the other mothers until mid-June. She was able to help two of the mothers enroll their children in Head Start programs, and to help Mrs. H. find legal help for a neighborhood problem. Mrs. H. concluded her experience with the intention of enrolling her children in parent-education child observation classes, and herself in an English

class, during the coming year. In addition, her non-talking son was beginning to talk a little and had gained enough self-confidence and trust in other adults to be able to leave his mother's side and participate in various activities for fairly long periods of time.

Summary

The parents working as paraprofessional visitors were able to:

1. Maintain contacts throughout the semester. One (Mrs. J.) needed the direct support of her teacher-visitor in order to
c continue her involvement. The others were fairly self-sufficient.
2. Grow in the work, develop their own self-esteem, and develop self-satisfactions through being involved with others.
3. Develop skills in making home visits and in relating to other parents.

It was apparent that the participating teachers provided strong models to these parents. The parents were able, in turn to adapt certain approaches and techniques for use in interaction with other families.

APPENDIX G

REPORTS ON SYSTEMATIC MEASURES USED

1. Maternal Behavior and Attitudes
2. Assessment of Homes as Child-Rearing Environments
3. Attitudes of Participating Teachers

NOTE: The bulk of the data from this project is in the form of case records -- participants' reports supplemented by notes on group discussions and individual conferences. These data are undergoing process analysis and will be central to the Handbook for home visitors now in preparation.

Several supplementary studies, involving systematic collection of data within a specified conceptual framework, were conducted during the project by individual staff members and participants. Brief reports on several of these studies are given here.

MATERNAL BEHAVIOR AND ATTITUDES

Several measures of selected aspects of parent involvement were used in this project. In each case, the ratings were made by the participating teacher visiting the family.

Maternal Orientation

Each participant was given six descriptions of behavior and asked to choose the one that best described the mother he was working with. The first four categories can be compared with four patterns reported by Chilman (1968) as characteristic of the very poor. The fifth category is more positive, but might be the mother's perception of the behavior expected of her. The sixth category is a description of Chilman's "patterns conducive to Adaption to Middle Class Society."

1. Restrictive:

   The parent is primarily oriented to restraining the children. In this parental orientation, the child is seen as a pre-determined potential destroyer and purveyor of parental embarrassment and inconvenience. This parent may be extremely concerned with the child, but concern is that of finding ways to restrain, channel, and avoid.

2. Unpredictable:

   To this parent the child is a puzzle too complex for her solution and is dealt with on a basis of singular instances, continual surprise; sometimes shock and general inconsistency. This parent may or may not be very committed to extensive concern about the child, and may or may not react to particular instances.

3. I-am-inadequate- and helpless-so-you-do-it:

   This parent is overwhelmed by the behaviors and potentials of her child and cannot seem to get herself together to deal with these. She may spend

considerable time and energy in unsuccessful attempts - or attempts which she perceives as unsuccessful - or she may make inconsistent stabs at a variety of reactions, or even try avoiding it all as much as possible. But she wants someone to do it for her.

4. My-life-is-a-mess-and-I-can't-worry-about-the-children:

This parent attempts to lose herself in a variety of distractions - she may engage in crafts with the child or children, but her involvement is with the success of her own attempt rather than with sharing an experience or being a resource to her child. Often, women of this category have not themselves had the opportunity as children to play, nor to develop a lasting interest in something.

5. True-Grit:

This parent is determined to "make it." The child becomes an ambassador charged with showing the world that the family is "making it." She is very prescriptive toward the child and wants more prescriptions to apply.

6. Realistic:

Flexible, responsive.

Participants' ratings of families were as follows:

Restrictive	5.5%
Unpredictable	16%
I-am-inadequate	11%
My-life-is-a-mess	16.6%
True Grit	16.6%
Realistic	33.3%

The large number of mothers categorized in the latter two patterns may be attributable to the participants' original tendency to select mothers who seemed to have some potential for success in the project. It may also be the characteristic pattern of mothers who are oriented toward taking advantage of Head Start programs and other opportunities for improving their family mobility and thus were most likely to be recruited. On the other

hand, since this estimation was elicited during the second half of the project, it may not truly reflect the visitor's initial perception of the mother's pattern.

Attitudes toward Children's Behavior

To evaluate the mother's attitudes toward her children's explorations, creative endeavors and evaluative choices, twelve categories were used (see chart). In interviews participants were asked to rate the mother's behavior as indicating her approval or disapproval of the child's action when involved in various kinds of activities, and also whether the mother "wanted" to respond that way, or felt she "had to" respond that way to meet others' expectations.

The total scores showed that a majority of mothers "wanted" to be approving of their children's activities (135 approving responses to 57 disapproving responses, and 170 "wanting to" to 38 "having to" responses). The orientation toward immediate gratification and approval of long range goals were equally high. The latter contradicts earlier studies which conclude that poverty families are oriented toward immediate gratification at the expense of long range goals. These mothers approve of both and accept their childrens' behaviors in both directions.

Creative activities, physical and cognitive concern rated highly approving and "wanting to" responses. The category rating the lowest evidence of approval by the mother was "exploratory activity". This may be understoon in terms of the limited space in the physical environs of most of the families. In addition,

the mother's mobility is limited by lack of transportation and by the requisites of many very young children. Her restrictions on her children's exploratory activities may be reflective of the mother's concern for her child's physical safety.

Individualization

Chilman has stated that "tendency not to differentiate one child from another" is a pattern characteristic of the poor. Our ratings on this dimension tend to support this statement, with only a third of the mothers described as individualizing.

Undifferentiated	5%
Differentiated on a basis of position (age)	37%
Differentiated on a basis of need (sex)	22%
Differentiated on basis of punishment	0
Differentiated on basis of approval	0
Individualization	37%

It should be mentioned that these mothers had more than the average number of children, often close in age and with several under age five. Physical and personality differentiation among children increase with age increments. It is therefore not surprising that the very busy mother of several young children would show relatively little response to individual differences.

Consistency

Chilman reported "inconsistent, harsh, physical punishment" at the top of her list of characteristics of the very poor. Our participants rated mothers on a 5-point consistency index, ranging from totally inconsistent to rigid, with "realistic consistency" as the mid-point. The majority of mothers were rated in the middle range.

Parent with Child

	Punitive	Approving	Wanting to	Having to
Amount of time together				
Conversation about child				
Exploratory activities				
Evaluative activities				
Creative activities				
Socializing actions				
Paternal orientation				
toward children				
toward father				
Long range orientation				
Immediate gratification				
Physical concerns				
Cognitive concerns				

*Maternal orientation	a b c d e f
Individualization	1 2a 2b 3a 3b 4

ASSESSMENT OF HOMES AS CHILD-REARING ENVIRONMENTS

Psychological ecologists have documented the ways in which behavioral settings and the number of people in them regulate the range and nature of children's activities and value judgments. In this project we have gathered data useful for testing the premise that home settings which are coercive of certain types of adult behavior limit the flexibility of the adults, in ways which impede the provision of adequate stimulation for children's learning.

Working Hypotheses

1. Degree of parent involvement in children's learning can be predictable by determinants of flexibility in the home as a child-rearing environment.*

> Our criterion, parent involvement, is defined as a continuum hypothetically extending from no involvement to total involvement. High involvement may interfere with learning if it takes from the child initiative, independence and individuality, and if the parent is reluctant to allow either the child or other adults (e.g., the child's teacher) to exercise independent judgment about his learning needs. Low involvement may interfere with provision of adequate stimulation and encouragement for learning. Low involvement tends to be correlated with low socio-economic status, because poverty is a particularly crucial limitation on flexibility.

2. Maternal coping styles on two dimensions: (a) home management (order/disorder) and (b) interaction with children (encouraging/restricting) can be predictable by determinants of flexibility in the home as a child-rearing environment.

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*See attached paper for listing of determinants of flexibility.

Data available

Information on determinants of flexibility in homes is included in project participants' background information on the families they visited, supplemented by additional details in their home visit reports and in group and individual conferences. Participants were given the attached papers to orient them to this conceptual framework.

Ratings of parent involvement are included in the Mother's Coping Style form, as well as in reports and discussion notes. Ratings on coping style were made on two forms, Mother's Coping Style and Follow-Up on Mother's Coping Style (see Appendix B).

Preliminary analysis tentatively supports the first hypothesis and fails to support the second hypothesis. Some leads for further investigation are suggested by the data.

OFFICE OF EDUCATION
Bureau of Educational Personnel Development

Project: Preparing Teachers to Involve Parents in Children's Learning

Pacific Oaks College, Pasadena, California

Assessment of Homes as Child-Rearing Environments

Introduction

The kinds of behavior which come to characterize adult-child interaction, either at home or in a day care center, are those which make the process of living together at least bearable for adults and safe for children. In either environment, if these essentials can be met with time and energy to spare, consideration can be given to the developmental needs of the individual child. The extent to which such consideration can be provided depends in large measure on the amount of flexibility which the setting offers to the adult and the range of stimulating opportunities which it offers to children. Flexibility and availability of stimulating opportunities appear to be highly interrelated; the presence of one creates the circumstances which can provide the other. Within this matrix the individual capacities and needs of both adults and children will affect their ability to capitalize on the possibilities which exist.

Determinants of Flexibility and Stimulation in Home and Day Care Environments. We may speculate that flexibility and stimulation within homes as child-rearing environments depend on a number of characteristics, among them the following:

Physical space is generally recognized as important to adult-child relationships. It is relatively difficult to raise children in small apartments, relatively relaxing to do so on farms.

Spaciousness, accessible outdoor space, safety and interest of the physical environment all serve as criteria in this distinction.

The number and quality of adult-adult and adult-child relationships are also relevant. In general, an adult is freer if not too many children must be cared for (although it is probable that as the number of children declines toward one, the intensity of the relationship may increase and counteract the decrease in number). The availability of other adults also has a freeing influence, provided the relationship they offer is supportive. A mother with a husband who gives her emotional support, even if he does not actually help in the physical care of children, can probably be more flexible in child-rearing than a divorced mother. Relatives available for regular or occasional assistance also add to a mother's flexibility.

Financial resources influence flexibility and range of stimulation in child-rearing in various ways. One effect of poverty is the limitation of choices within the social structure; not only in the purchase of goods, but also in access to services (medical services, for example, and how long one must wait to get them), the poor have fewer options.

Time schedules in homes where the mother does now work are usually flexible. They may become more complex and demanding if older children must be transported to school, or if a father works nights and must sleep during the day. Maternal employment, especially on a full-time basis, serves as a particularly crucial interference with flexibility in child rearing. The mother who must be at a place of employment within a set work schedule and who cannot take her child with her is forced to provide substitute care conforming to this schedule. The remaining time she spends at

home with children is likely to be constrained by the urgency of household tasks, schedules to be met, and tiredness.

Educational level, in a non-traditional society without standardized procedures and goals for child rearing, probably increases an adult's potential resources in coping with children.

Identification of Disadvantaged Homes

A disadvantaged home is one which is predicted on the basis of selected criterion variables, to offer relatively little flexibility to the adult and a limited range of stimulating opportunities to children.

Hypotheses: The less physical space available to children, the greater the disadvantage.

The less the variety, complexity and organization of contents of the space available to children, the greater the disadvantage.

The fewer the adults available to children, the greater the disadvantage.

The greater the number of children, the greater the disadvantage.

The less the financial resources, the greater the disadvantage.

The greater the rigidity of time schedule, the greater the disadvantage.

The lower the educational level of parents, the greater the disadvantage.

BJ:pl

September 17, 1969

PACIFIC OAKS COLLEGE

S157 Seminar in Involving
Parents in Children's Learning

Fall 1969

PARENT INVOLVEMENT: NOTES FOR DISCUSSION

Parent involvement, we have stated previously, (see Assessment of Homes as Child-Rearing Environments, 9/17/69) should be predictable on the basis of characteristics of the home as a setting for parent-child behavior. Behavioral setting's which are coercive of certain types of parent behavior limit the flexibility of the parent in ways which impede the provision of adequate stimulation for children's learning). Limiting characteristics may include: physical space and its contents

number and quality of adult-adult and adult-child relationships

financial resources

time schedules

educational level of parent

Within the limitations existing in any of these resources, mothers may be expected to vary in their coping styles. This variation will reflect both their values for home and family management and their competence in the management role. For example, through her management the mother may attempt to promote such values as orderliness and cleanliness in the home, a relaxing environment for adult family members, a stimulating environment for children's learning, and so on. In some homes the priority given to other values may tend to interfere with provision of a stimulating environment for children.

Proposition: Intervention with the goal of increasing

parent involvement needs to focus on increasing the flexibility of the parent by adding to the number of alternatives available. The <u>choice</u> among alternatives remains with the parent, to be made on the basis of the parent's values. Parents may not choose to provide more stimulation for their children, if the alternatives are increased; they may choose to maximize other values. Trying to change parental values is not a legitimate role for a visiting teacher.

<u>Some examples</u>: Of the limiting characteristics listed above, some are more available to teacher intervention than others. A teacher is not ordinarily able to increase the financial resources of the family, or to make time schedules more flexible. On the other hand, participants in this project have worked toward extending physical space (especially through use of community resources) and augmenting its contents; they have taken the role of extra supportive adult, with the intent of adding to the adult-adult or adult-child relationships; and they have given parents information about child development to increase their educational level in this area.

It's possible (and we've seen some examples) that these resources may be used by the parent for purposes other than increased stimulation for children's learning. A mother introduced to the library may take out adult novels exclusively, rather than children's books. A mother with a supportive listener may focus on her own problems, not on her children's. Or resources may be rejected; educational materials may be perceived by a parent as cluttering up her orderly household.

Summary:

If we define the teacher's goal as increasing the parent's power as decision-maker, then these responses don't indicate failure. Parental involvement in children's learning won't be the inevitable result of increasing the alternatives for choice, but it's the lack of alternatives which is basic to lack of parental involvement in many families, and this is where intervention needs to focus. The goal of intervention is not to increase parental dependency on teachers; it's to give parents more effective choices in child-rearing.

Implications for intervention: A teacher making home visits within this framework needs to offer parents effective choices about how and whether to use the resources she offers. How does this process work? Does the teacher's strategy go something like this?

1. Early visits serve as an orientation period, for getting acquainted with the family and giving them an idea, through explanation and demonstration, of what resources the teacher can offer.

2. Subsequent planning is strongly based on parent feedback. Asking a parent directly what she wants and how she feels about what the teacher is doing may sometimes elicit a frank response but can't be counted on in all cases. The teacher needs to be sensitive to any cues offered, to have flexible plans so negative feedback can be encouraged, to be willing to change plans or stop visiting altogether if the parent so indicates. Mutual evaluation is an ongoing process.

EPDA: 12/10/69

BJ:pl

ATTITUDES OF PARTICIPATING TEACHERS

Data on participating teachers' own attitudes relating to their home visiting experience were included throughout their reports and discussions, and were also gathered systematically in several ways, described below.

Value orientations of home visitors

Brief statements, chosen as examples of situations that might conflict with a visitor's value orientation, were drawn from the participants' home visit reports (see attached list of statements used). Participants were then asked in interviews to identify which situations they saw as legitimate opportunities for intervention, and if so how this intervention would take place.

While there was considerable diversity of response, all the participants agreed on two particular questions. It was none of their business how the mother cheated the DPSS as to having a "boyfriend" or working, but the mother who didn't see the value of reading to her children was definitely cause for intervention.

When the participant felt that the situation was serious enough for intervention, he was questioned on how this intervention might be accomplished. The suggestions had one underlying theme: "It would depend on the relationship and rapport between the participant and mother." All participants were sensitive to the feelings of mothers and expressed caution in imposing their values on someone else. The main method of intervention suggested was using the participant as a model. The participant would

Schemata for estimating Value Orientations of Participants

Each of the following incidents is to be read off to the interviewee after which, they are to answer the question, How do you feel about that situation, or condition, or incident depending upon the paragraph. When you have completed all of the paragraphs and questions about them, then begin at the top again and say: The first time you heard about this incident..summarizing the incident, you said you felt...about it. This time, I want you to tell me what you would do about that. Go through each of the paragraphs in this fashion. Try to elicit from each respondant how they would plan and what they would plan for this exigency. In the first question, the goal is to elicit the information of whether or not the respondant would see this as a legitimate goal of her intervention. Inthe second question, the aim is to find out how this intervention would take place.

1. She doesn't see the value of reading stories to her children and when she talks to them it is on an adult level.

2. She began looking for parts and her child was underfoot, into everything and pulling out everything while his mother ignored this. She was concentrating on her own activity.

3. The mother retreated into a wall of silence.

4. Everyone in the family had a glorious cold, not discovered until I was thoroughly coughed and sneezed upon.

5. When the three children wandered in to listen or say something to me she asked them to go outside.

6. This type of authority can best be described as being on verbal levels rather than corporal punishment....she will spend considerable time with the children and make them aware of their shortcomings rather than to spank or strike them.

7. The children ran out into the rain and their father called the children to come inside. He met them at the door and swatted them as they came in.

8. I returned at the appointed time but no-one was at home.

9. She immediately began to tell them in Spanish. She speaks very little English and doesn't seem to be making any attempts to learn more or use it.

10. Mother just doens't seem to respect anything the father does and is often critical of him.

11. A friend had stopped by and was just leaving. There were groceries on the table and a pile of rubbish and dust pan on the floor.

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12. While I was there, the television was blaring with an old soap opera movie. She was obviously enjoying it and laughing heartily.

13. Came into home when mother had just come in from work. Children had to be settled in, dishes washed, food prepared and children fed.

14. The home is a fatherless home although the mother does have a boyfriend and is "unofficially" doing day work to supplement her aid-to-needy children income.

15. The stress in the house is on neatness and the children have few if any toys because the mother feels that they mess up the house.

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arrange an opportunity to demonstrate (casually) the desired behavior.

Comparison of visitors' attitudes with mother's attitudes

On two rating instruments -- the Parent with Child measure of attitudes toward children's behavior, and the Mother's Coping Style ratings of styles of home management and interaction with children -- participants were asked to rate their own attitudes as well as their perceptions of mother's attitudes.

The principal difference in attitudes between visitors and mothers was in the greater consistency of visitors in favoring exploratory behavior by children and frequent, encouraging adult interaction with children. In contrast, mothers tended to be divided in their attitudes on these dimensions.